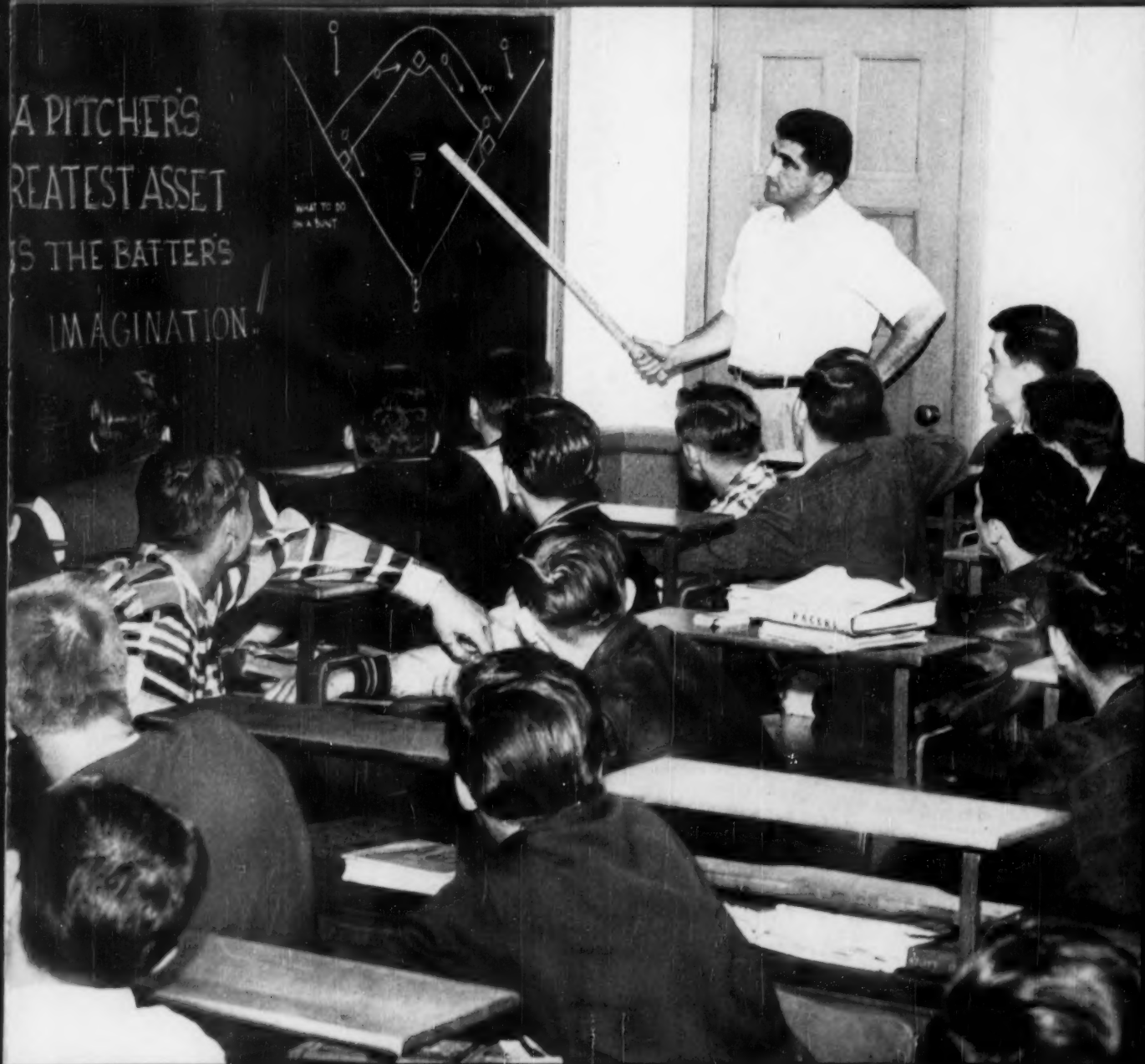


SCHOLASTIC COACH

FEBRUARY 1957 • 35c



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4 TRACK ARTICLES

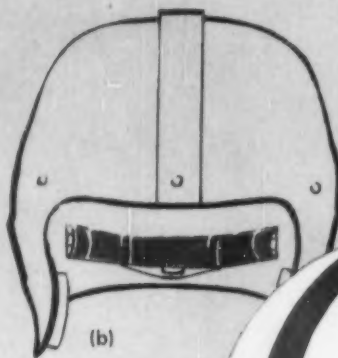
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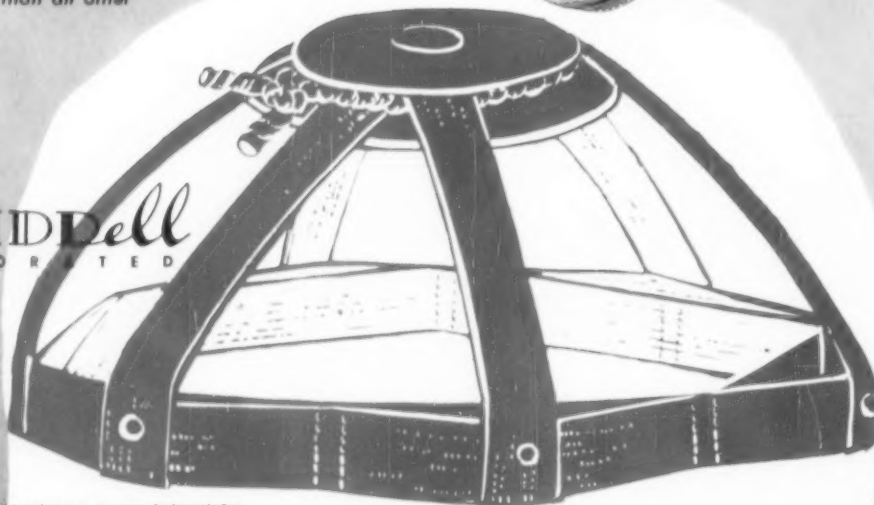


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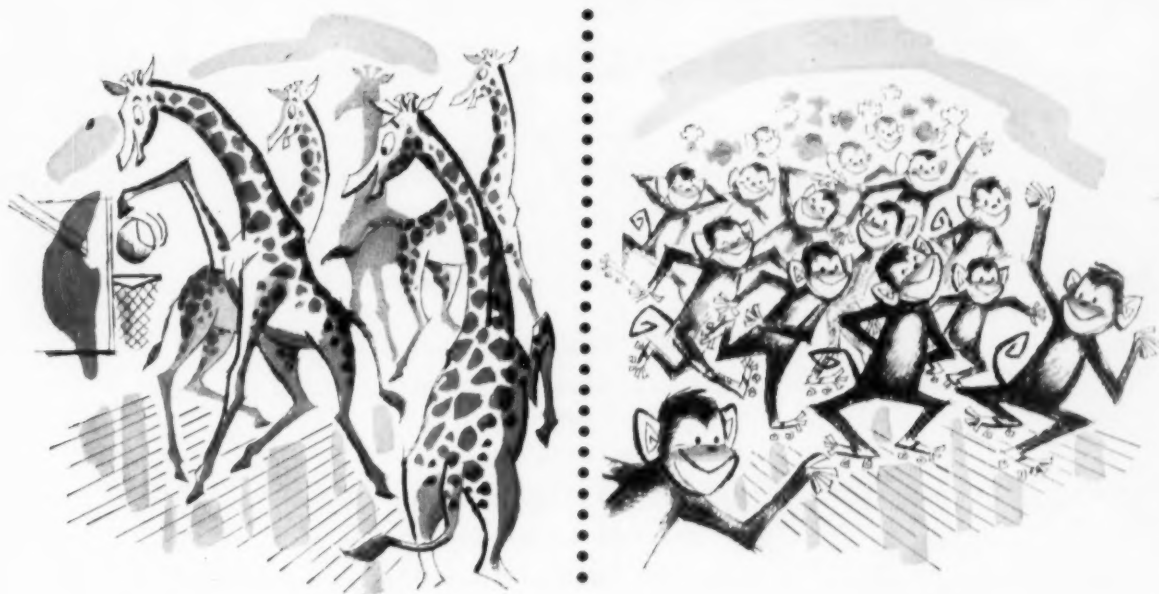
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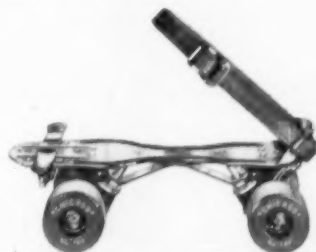
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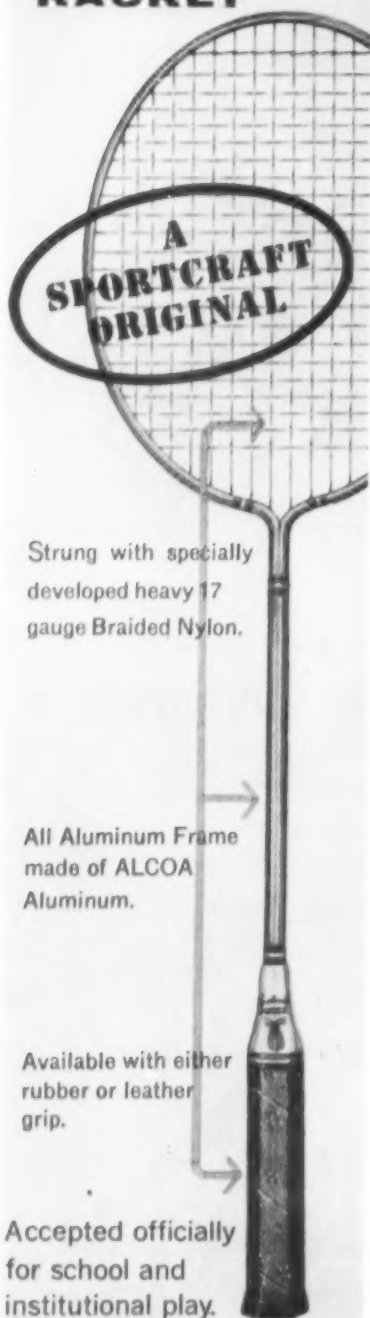


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VOLUME 26 • NUMBER 6 • FEBRUARY

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Cover photo courtesy of Bill Malkasian

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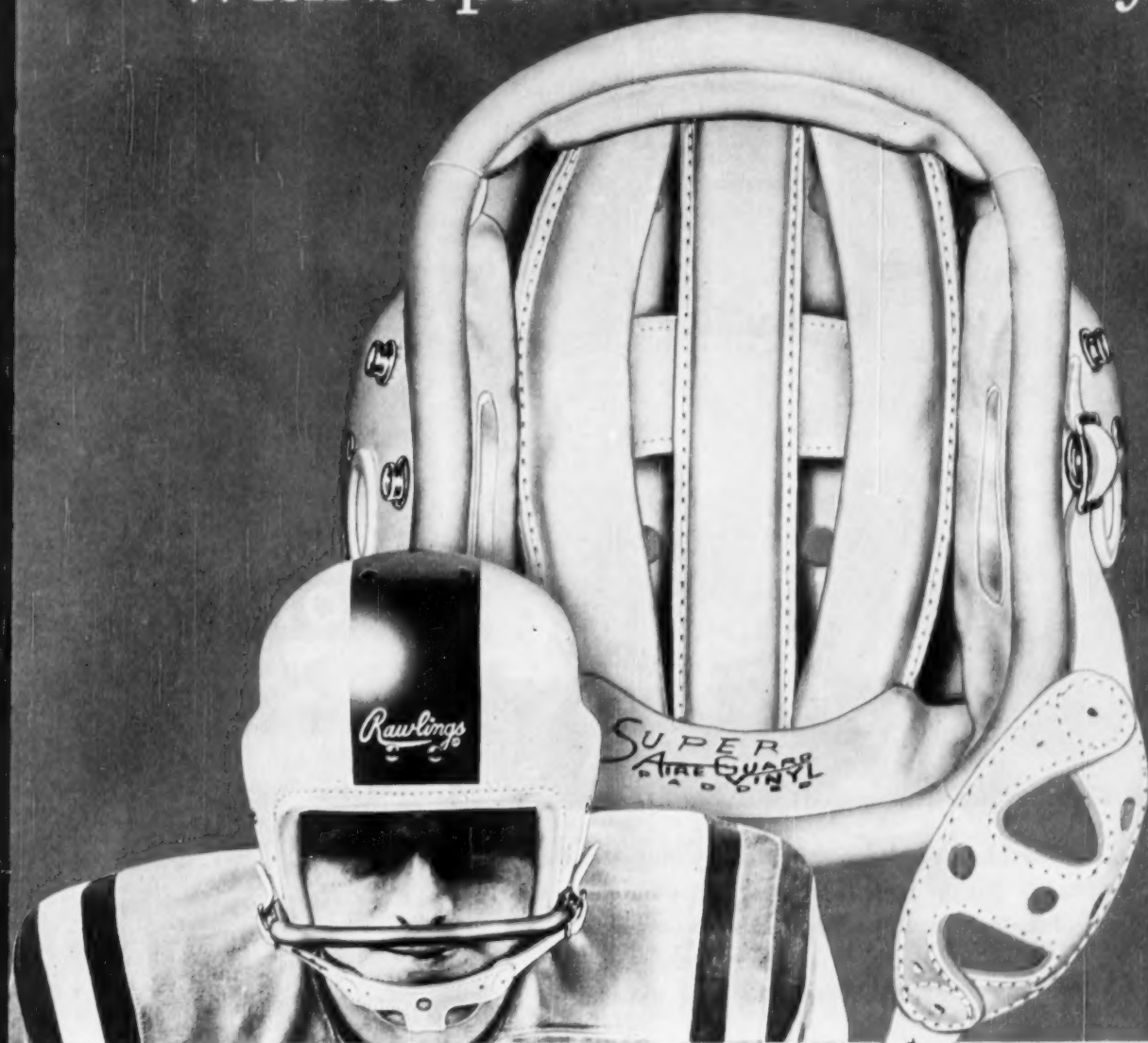
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Is light in color — allows spectators and players alike to see plays clearly (live or televised).

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Modern functional design beautifully illustrates the principle that the floor is the most important element of the building. The "Big Dome" at Georgia Tech serves to shelter the floor and those using it or watching it.

Architectural masterpieces demand the finest Basketball playing surface—Hillyard TROPHY, the Tiffany of all Gym Floor Finishes.

Call on your nearby Hillyard Maintaineer® for expert advice and help on your floor treatment problems—to train your custodial staff in most efficient floor maintenance methods. Write Hillyard for his name and address. Remember, he is "On Your Staff, Not Your Payroll!"



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THE HILLYARD MAINTAINER BRINGS YOU HILLYARD'S 50 YEARS OF EXPERIENCE AND LEADERSHIP

"Eventually will come a reward"

FINDING a long, long evening ahead of us the other week, and with nothing better than *Sports Illustrated* in the reading rack (don't you adore those exhilarating pieces on pheasant hunting, dinghy sailing, and volleyball in Tibet), we flicked on our tv set and what do you know: we landed right smack into a folksy CBS play in which the hero was a—high school coach!

It seems that Mama Garfield, a sort of road company Mrs. Goldberg, doesn't like Joey's profession. "What kind of business is that for a grown man—an athlete!" she sneers. "A fellow your age should be in business, or maybe even a lawyer."

Joey tries to make her realize that coaching is an important job, a job he likes. "Maybe it doesn't pay off in the dollars and cents, but it has the kind of satisfaction that money just won't buy."

And so the conflict continues until the championship game in the Polo Grounds. Though Coach Garfield's team gets beaten, he receives that once in a lifetime chance at fame—an offer to coach the greatest pro football team in the country, the New York Giants!

Mama Garfield is ecstatic as Joey goes before the TV camera to announce his decision. At last her boy has become a "somebody." But Joey bewilders her by—refusing the job! In a very touching speech that highlights the play, he simply and movingly turns down the offering as follows:

"I've never been so proud of anything in my whole life as this offer from the Giants. A fellow goes through life wondering if he's doing the best job he can, and then—wham! All of a sudden comes the answer. And I'm very happy about it. My first impulse was to grab it but then I thought of my boys—and I couldn't see myself walking out on them. No—that's not it. The truth is I thought of myself. I know them—I understand them—I get

along with them—and it's a pretty good setup for all of us. So I decided to stay on at Fremont High School."

Of course it ends happily. Joe is lauded by the editorial writers in town. The Bishop writes his congratulations. Melvin, the corner luncheonette impresario, changes his menu special from "Lite Bite" to "The Garfield Delight." And finally even Mama comes to the realization that her son is a smashing success—even though he's "only" a gym teacher and coach.

"It teaches me a great lesson," she says. "Regardless, a banker or a beggar, if a person does his job good, eventually will come a reward."

WHEN we launched our first All-American H.S. Football Squad back in 1951, we practically shrunk with timidity and humility. "Our choices . . . are presented humbly," we sobbed, "without claim to 100% or even 50% reliability."

And we meant every tear we shed. The thought of winnowing 60 or 70 "whales" from the boundless main of high school players positively intimidated us. But it intrigued us at the same time. So, clutching our prayer book to our bosom, we jumped into the swim.

And what a joyous time we've had ever since! We've now picked six teams (the latest edition appears on page 50), and everyone of them has turned out to be as solid as Bud Wilkinson's coaching.

Two of our schoolboy Squads have already finished their college careers, and we're positively dazzled by the way they've vindicated their selection. Of our 66-man 1951 Squad, no fewer than 17 were drafted by the pros in 1955. And of our 77-man Squad and Honorable Mention list of 1952, 24 were tapped in the first round of 48 pro draftees this year!

However, our poor committee chairman is slowly going mad. He can weed out the great ones in

psychic fashion, but his honorable mentions invariably outstrip his first-string choices.

Take his 1952 honor backfield, for instance. On it were such future greats as Kenny Ploen, Ronnie Knox, Corny Salvaterra, Abe Woodson, Jay O'Neal, Doyle Traylor, George Volkert, Paul Rotenberry, and Aubrey Lewis.

But look at who appeared in the Honorable Mention list: Paul Hornung, Tommy McDonald, Jimmy Brown, Jon Arnett, Paul Dawson, Terry Barr, Dennis McGill, Milt Plum, and Harry Jefferson!

While we remain awe-stricken at such fabulous divination, our poor chairman remains inconsolable. "From now on," he states, "I'm going to pick the first team, then the honorable mentions—and then I'm going to reverse the whole bunch!"

EVERY coach we know will, at the drop of a Freudian hint, uncork a reverent pitch on the importance of psychology and esprit de corps. Yet in actual practice they never seem to find the plate.

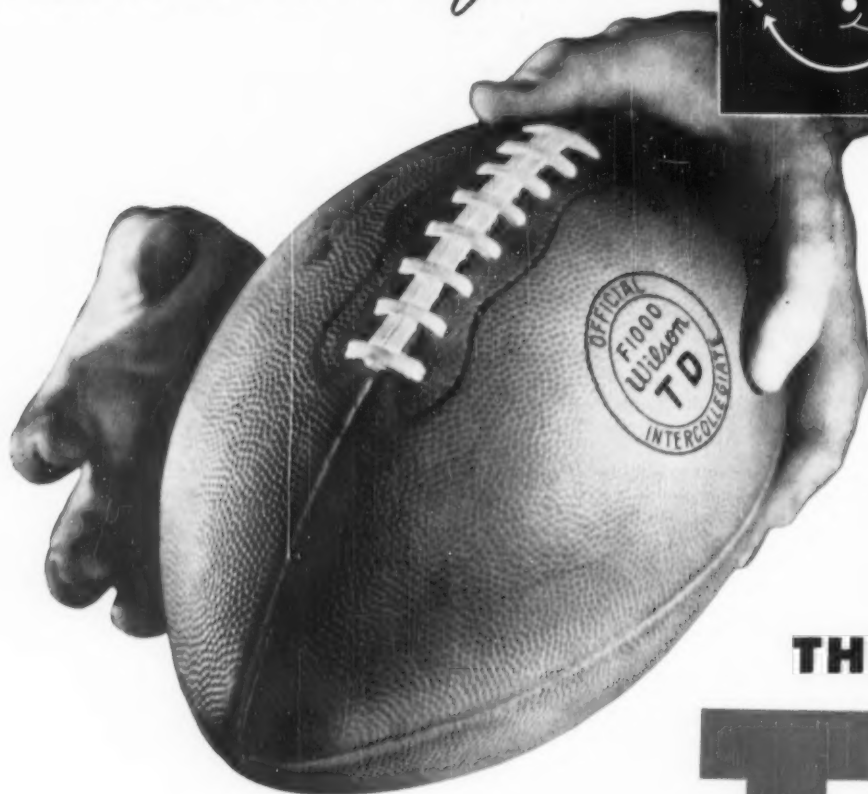
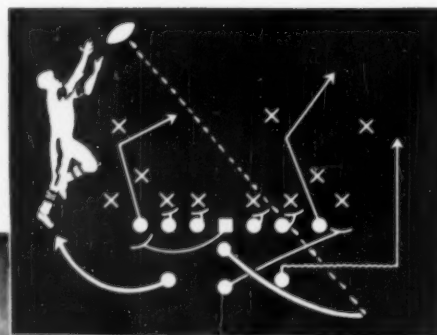
One of the worst offenders on this score is the coach who takes his first stringers into the locker room at the half—and leaves the rest of the squad out on the field. Every time we see a coach do this, we get the feeling that he's either a hard-nosed martinet or just an insensitive dolt.

"Look," he's saying in effect, "you kids don't count . . . we don't want you or need you for anything . . . stay out there where you won't get in the way."

That's a pretty dreadful way to humiliate a lot of nice kids; and if you've been guilty of it in the past you'll be doing both yourself and the kids a favor by eschewing the practice immediately.

Take your whole squad in with you at the half. It's a small enough courtesy for that wonderfully willing—if somewhat untalented—breed known as the "scrubs."

Scoring Plays Come Off
"Blackboard Perfect!"



**THAT'S
 WHY
 THEY
 CALL
 THIS BALL**

TD

The quarterback takes the ball from center, pivots, executes a perfect fake to his fullback and drops back into the pocket. Downfield the right end and flanker halfback draw the secondary over. The quarterback, your quarterback, cocks his arm and fires. Out of nowhere the left halfback grabs it and scoots down field. The end throws a key block—TD!

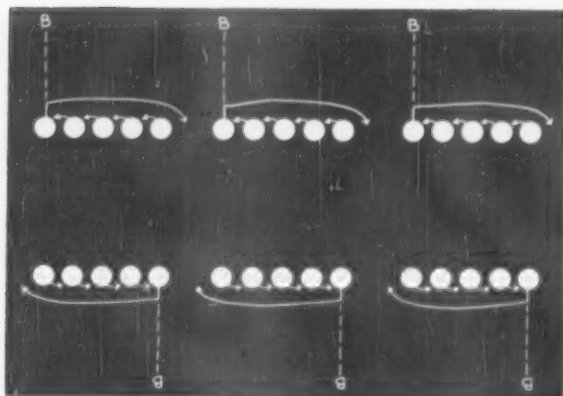
Plays like this depend on fundamentals, timing, and *confidence*. Backs and ends gain *confidence* when they handle the Wilson TD Football. Here is the ball with the *tacky* feel built in for better ball handling. It's tanned in the leather; there's no top lacquer finish on this

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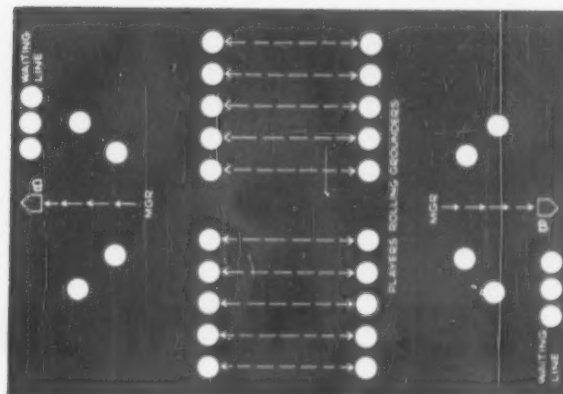
Put a Wilson TD in your squad's hands. They'll never let you take it away from them!

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Diag. 1, Simultaneous "pepper" game warmups.



Diag. 2, "Whiffle ball" batting practice.

EARLY season gym drills can be a prime factor in the success of your baseball team. Last spring Rye H. S. got off to a fine start by winning 10 of its first 11 games, and I believe we actually won those games in the gym.

Many schools go into their first game in a poor state of readiness. This is usually attributed to the lack of suitable weather. Now it's true that the early spring weather can be mighty sloppy for days at a time, but that's just the time to have the entire ball club report to the gym for afternoon workouts.

Rye institutes its varsity and junior varsity program on March 1 in the gym. Our first gathering consists of an orientation meeting with all candidates. At this meeting, the boys are told that they'll be expected to attend every indoor and outdoor practice.

Each boy is given a mimeographed manual that includes all the techniques and drills peculiar to his position, plus the techniques of batting, bunting, and baserunning. This helps the lads learn and helps sell them on the importance of the gym drills.

Next day we begin our indoor instruction and drills. If you have a large group out for the team, break them up into two practice sessions. Last year, with 72 candidates, we had a group of 36 work from 3:15-4:30 and a second group work from 4:30-6:00.

The candidates first assemble in the gym bleachers for a briefing on the day's work. Then they commence practice with an easy catch back and forth across the width of the basketball court.

Next, the boys are broken up into six groups of six boys each for "pepper" (Diag. 1). In "pepper," one player is the batter and the

other five are the fielders. The batter uses an exaggerated choke grip to hit easy grounders to the fielders about 25 feet away. The ball is hit down only one alley, with the fielders taking turns fielding the ball.

This keeps the ball from being sprayed in several directions, reducing the possibility of accident, and also insures each fielder of equal opportunity to field the ball.

Every indoor workout includes "whiffle ball" batting practice, with a batter at either end of the gym (Diag. 2). Isn't it dangerous to have the batters hitting toward each other? Not at all. A "whiffle ball" is made of perforated plastic and can be hit only 30 or 35 feet by your very best hitters. It's as light and harmless as a ping-pong ball.

Because these "whiffle balls" are so light, we never let a candidate throw it in batting practice. All the throwing is done by the coach and student managers to avoid giving a player a sore arm. The players like this type of batting practice, and the value of it is manifold. The ball can be thrown straight or with a curve, depending on how it's held.

This work definitely helps develop a "batting eye."

All other hitting fundamentals should be stressed at the same time. First, a comfortable stance is established which allows the batter to see the pitcher and the flight of the ball with *both eyes*. I always find kids who actually look at the ball with one eye. These lads usually favor an over-exaggerated closed stance. (See Diag. 3A on page 44.)

For example, if a right-handed batter has his head rotated back to his right with the rest of his body, it's likely that part, if not all, of his vision in the right eye will be blocked off by the bridge of his nose.

We dislike the closed stance for still another reason: It tends to lock the hips and prevent a smooth follow-through, resulting in a loss of power.

At Rye, we teach the straight-away stance (Diag. 3B) and the open stance (Diag. 3C), with emphasis on the latter. The open stance really opens the hip action and produces a free body action with maximum

(Continued on page 44)

Teaching Baseball Fundamentals with Gym Drills

By PETER T. DYER

Baseball Coach, Rye (N. Y.) High School

LET THEM JUMP!

By IRV MONDSCHIEIN

National Decathlon Champion, 1944-46-47; Instructor, Lynbrook (N.Y.) H.S.

THE only world's record in the field events that hasn't been broken within the last 20 years is the broad jump mark. Jesse Owen's 1935 record still stands. Why? Was Jesse some sort of physical marvel? Is 26' 8¼" the ultimate in broad jumping?

The answer to the latter two questions is an emphatic No! It's true that Owens was a marvelously equipped athlete, but there have been men of comparable physical ability. As for his record of 26' 8¼" being unreachable, a study of the history of track and field discourages all thought of "ultimate" achievements.

The writer believes that the coaching profession itself is to blame for lack of progress in this event. Coaches have consistently refused to let their best sprinters broad jump. And when they finally consent to let them jump, they often advise them paradoxically not to practice jumping!

The refusal to allow good sprinters to broad jump probably has its roots in the past when the takeoff board was narrow and set above ground level and the pits were very hard. In those days, a jumper risked pulled muscles, sprained ankles, and heel bruises every time he took a jump.

Today, with the wide takeoff board that's kept flush with the ground and pits that are soft to land in, the coach needn't worry unduly about the chances of a jumper being hurt. Instead he might pay more attention to the fact that a great many broad jumping accidents occur because the jumpers don't jump enough to condition their muscles for the intense strain of the activity.

This raises the question: How can the body be effectively conditioned for an action when that action is never practiced?

Many coaches will argue that since speed is the prime requisite for success, the jumper need practice only sprinting and hitting his marks correctly to insure proficiency in his broad jumping endeavors. In fact, some coaches go as far as advising their jumpers to not even take a practice jump while warming up for the event in a meet!

Both of these suggestions violate not only the author's concept of commonsense but the latest concept of education. While the broad jump may not be as difficult an event to learn as any of the other field events, it must be practiced nonetheless to acquire efficiency in it.

The actual spring must be made in a split-second to conserve the forward speed gained by the run. This high-speed action must be practiced to be done efficiently. Otherwise the jumper will often find himself sacrificing a good part of his speed in order to get a good gather.

The ideal action in making the spring is somewhat of a compromise. A little bit of speed and a little bit of spring must be sacrificed. Most jumpers give up some upward spring to conserve momentum. In fact, I believe they give up too much in the way of upward lift.

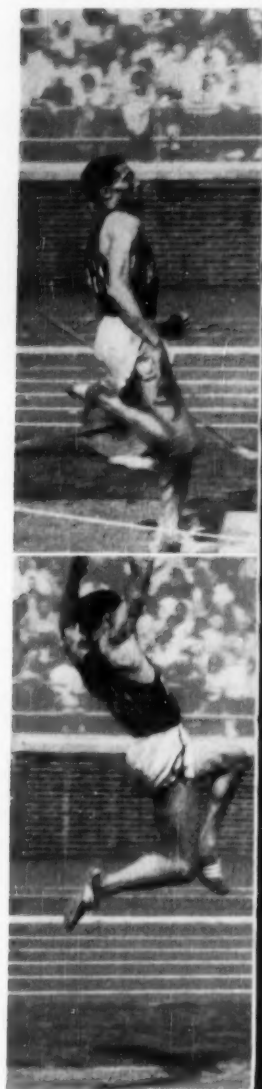
I remember my own experience in the 1949 IC4-A Championship. I was leading the field with a jump of 24' 2¾". Trailing me was Fred Johnson of Michigan State, one of the leading jumpers of the country. On his last try in the finals, Fred gritted his teeth, barreled down the runway like a jet (he could run a

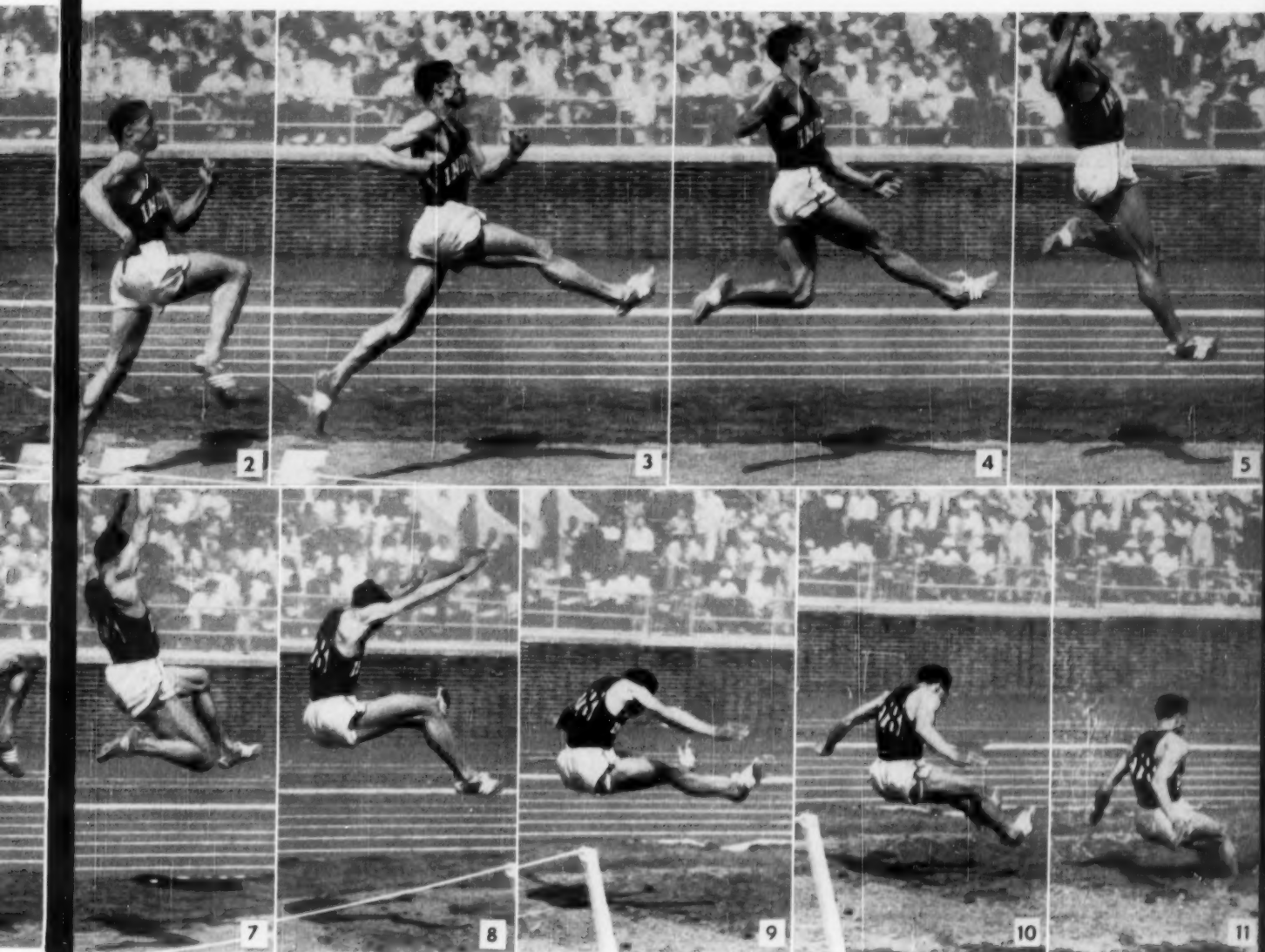
9.6), and without going up more than a foot in the air, zipped out 24' 4½" to win the championship.

I remember that jump well. I used 14 different kinds of prayers, hoping that Fred would fall on his face. The thing that struck me later was the fact that Fred had been able to jump so far with so little actual spring. Had he been able to get any lift, he could well have jumped over 26'.

At any meet where there's a broad jump event, you can see this same scene re-enacted in part: A broad jumper coming down the runway with enough speed to carry him out two feet farther than he actually jumps and his coach saying

(Concluded on page 62)





OLYMPIC CHAMPION

GREG BELL, Best Jump 26 ft. 6½ in.

NO. 1: Fine straight-up-and-down position of the body at the takeoff, with no back lean to check and lose valuable speed.

NO. 2: Vigorous lift with lead knee to guide jump direction upward.

NOS. 3-4: Notice that the jumper has made no effort to throw his arms up at the takeoff.

NO. 5: Slight raise and shrug of the shoulders. Arm-throw is a sign of inexperience or faulty technique, which tends to throw the body off-balance.

NO. 6: Takeoff leg is being brought forward and won't be dropped during the rest of the jump. One of Bell's best

features—exceptional balance and control, graceful enough to be ballet. This is exactly the midpoint of the jump.

NOS. 7-8: Bringing legs up bent to get into "L" position for maximum reach with legs.

NO. 9: Keeping arms folded on way out decreases the lever arm from hips to toes and facilitates the job of the abdominal and quadriceps muscle groups.

NOS. 10-11: Sitting reach is almost perfect, though ever so slightly premature, which means that some of the reach will have to be sacrificed (in No. 11) because it's extremely difficult to keep the body in the sit-out position for any appreciable length of time.



**RIGHT FOOT DRAG AND
HOP INTO INFELD**

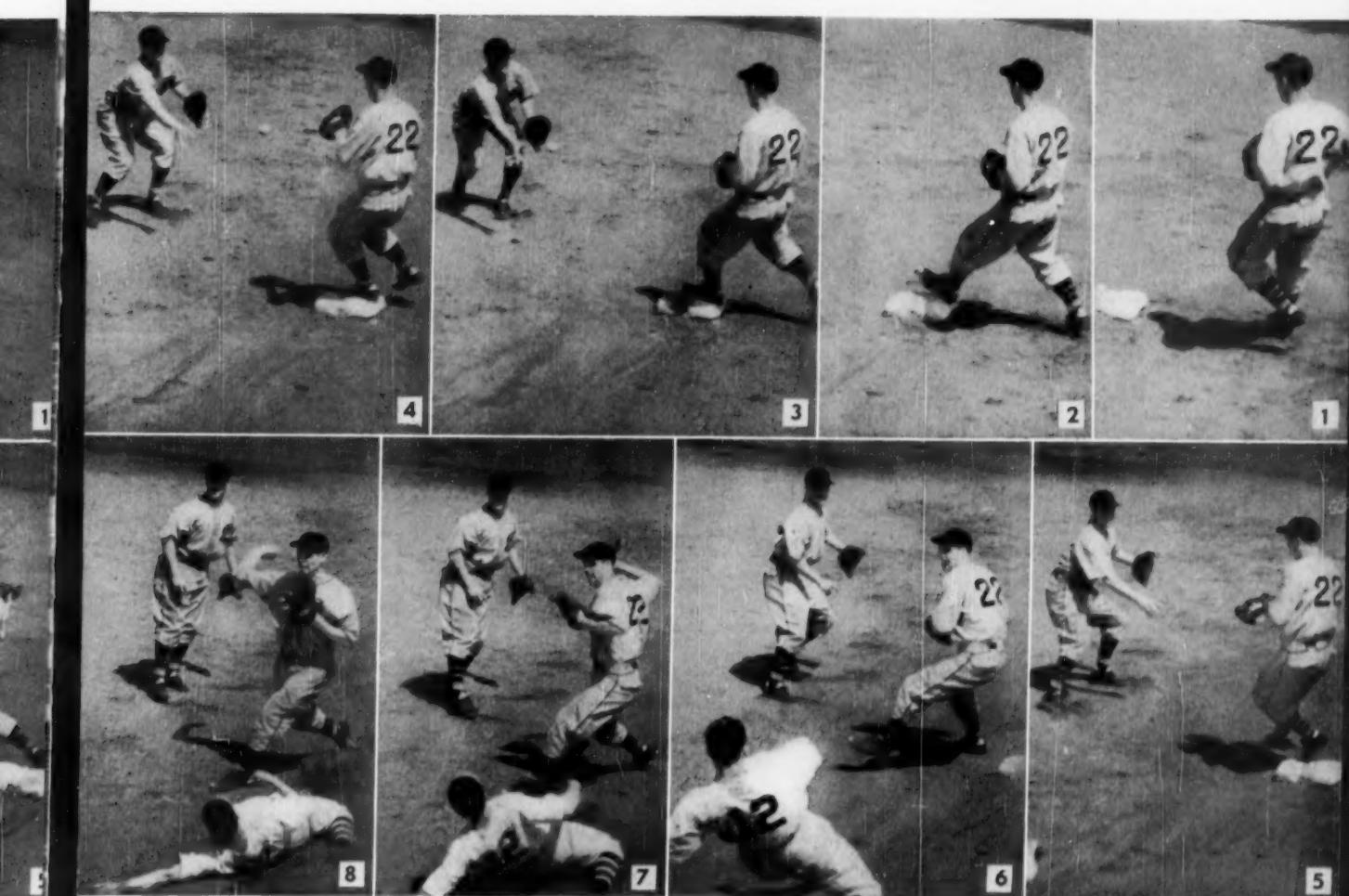
PLAY FOR T

THE difference between a good ball club and a bad one often lies in their ability to "get two." The double play constitutes the greatest big-inning "killer" in the defensive arsenal, and a smooth-working second baseman-shortstop combination is worth its weight in platinum.

Figuratively speaking, the short-stop and second baseman should be practically inseparable on the ball-field. To develop their unity as a team, they should make it a point to warm up together at the start of every practice session and game, and should strive to acquire complete familiarity with one another's habits, abilities, speed of movement, and throwing characteristics.

Preparation: Constant practice embracing all possible game situations is a requisite for the short-stop-second base team. They must get to know who's expected to do what in any situation that may arise, and must keep one another informed on what each will do at all times, particularly with runners on base.

Like all heads-up players, each man should figure that the next ball will be hit to him, should have the proper play in mind before it occurs, and should help his partner with advice and encouragement when he's in the midst of a play with concentration focused on the ball.



Photos by Ethan Allen

TWO!

By LEW WATTS

Position: With a double play in prospect, the shortstop and second baseman should position themselves approximately two steps closer to home plate than their normal positions. This saves valuable time by putting them closer to the base, yet doesn't cut too seriously into their fielding range.

The Throw: When a double-play ball is hit to either man, he should, if at all possible, field it with his feet in correct throwing position, reducing the time needed to get the double play started.

The throw itself should always be above the belt, preferably chest high, and should be made to the bag—not the fielder. To give the receiver as good a view of the ball as

possible, the glove should be pulled away from it before the throw is made.

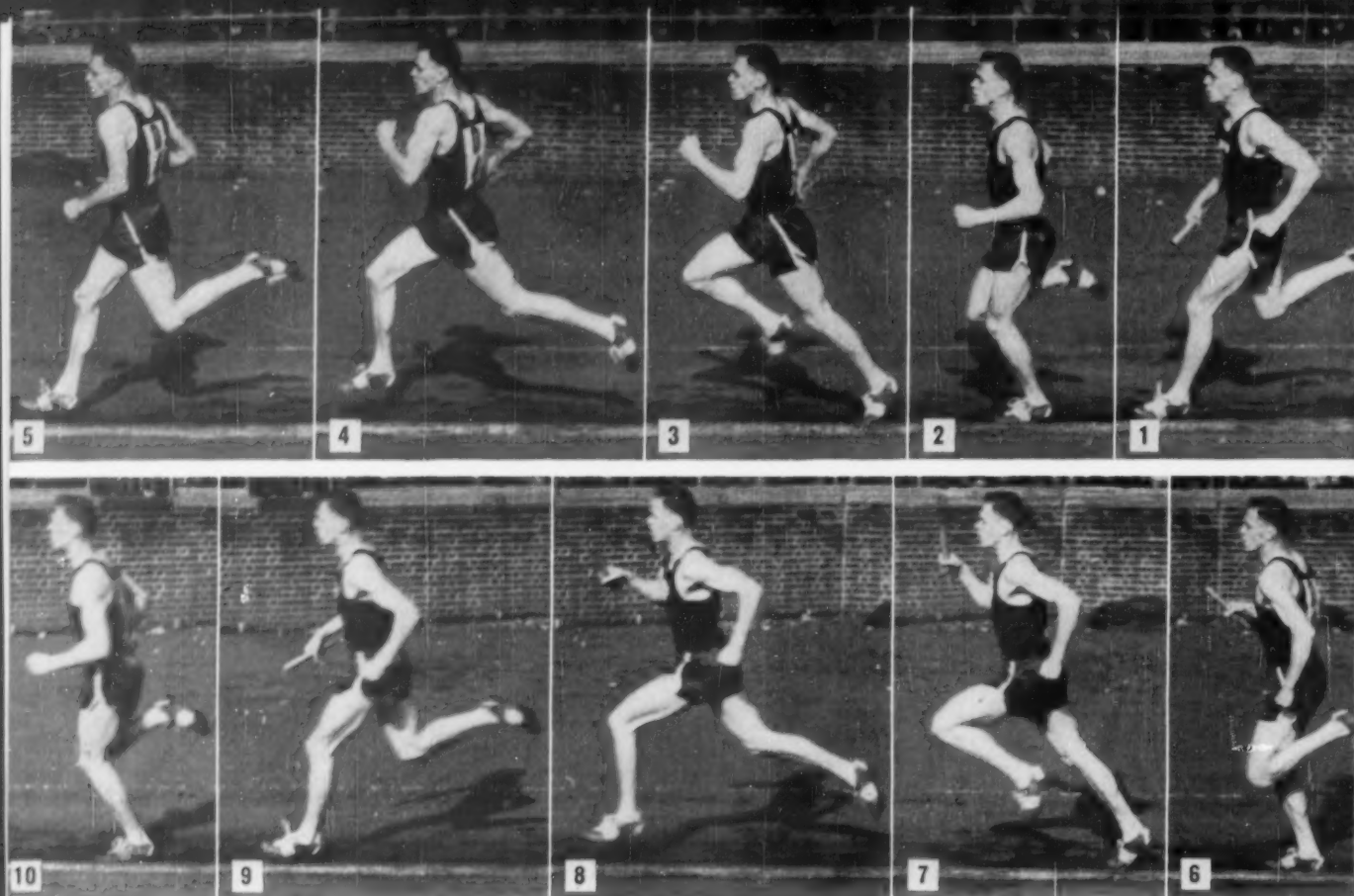
Beginning infielders are often derelict in this respect.

The Runner: The responsibilities of the runner are clearly defined in the rules and should be understood by all players. The runner has about three feet leeway to either side of the base. If, in his attempt to break up a double play, he slides outside of this roughly defined area and makes contact with the defensive player, he should be declared out for interference.

Attacking the Problem: Successful completion of the play is, at
(Continued on page 36)



LEFT FOOT TAG AND
RIGHT STEP INTO INFIELD



OLYMPIC CHAMPION

STRIDE STUDY OF TOM COURTNEY

THIS series shows the Olympic 800-meter champion exhibiting a fine example of relaxed running under pressure at the 1956 Penn Relays. Note the slight forward lean, erect head, relaxed full arm swing, and rhythmical stride.

Particularly exemplified is the proper ball-heel-ball landing of the foot. In **No. 1**, Courtney is landing low on the ball of his foot. In **No. 2**, he's dropping slightly onto his heel, and in **No. 3** he's rolling up over his toes. Also note (in **Nos. 1-3**) that his foot lands with the toes pointed straight forward.

Nos. 2 through **10** offer a perfect complete leg cycle for a middle distance runner. In **Nos. 2** and **6**, Courtney brings the right foot up behind in a "back kick" and then lets the foot drop and swing forward into the next stride, thus expending less energy to lift the knee as he reaches out (less than a sprinter but more than distance runner). "Foot fall" constitutes one method of style or form that aids in conserving energy.

Courtney's arm action is ideal, mainly because it's relaxed and obviously comfortable for him. Note how he swings the hand shoulder high on the front swing and just to the rear of the hip on the back swing. **Nos. 7** and **8** indicate what most coaches regard as proper back swing of the left arm, while **Nos. 2** and **3** show Courtney using ideal front swing of the arm, though a slightly lower action might possibly be more desirable.

Nos. 3, 7, and 8 show Courtney lifting his knee in con-

junction with the aid afforded by his "foot drop." These pictures indicate better than words the effect of Courtney's splendid undergraduate "speed" training. Unlike 880 men of 15 years ago, he runs much more like a 440 man than a distance runner.

The Olympic champion (National AAU 400-meter champion :45.8) offers a perfect example of what proper interval training can do for actual leg speed, to say nothing of strength and economy of style. The vast majority of a middle distance runner's work should be underdistance (repetitive short runs) rather than overdistance—practice runs of greater than race distance.

Applied to training on the track, it simply means that repeated "speed running" brings on exhaustion quicker than long overdistance running at a slow pace. Coaching experience has also shown that it's easier to get a boy to work closer to capacity on shorter repeated work than on longer overdistance sessions. The duration of pain or discomfort is no doubt a major factor. A boy wheeling fast 220's is uncomfortable for only the last few yards, while the same boy running overdistance may feel (or think he feels) distress over a much longer period.

The tendency to lay off the pace in practice is, of course, much more prevalent where discomfort extends over the longer period.

(For another competitive sequence of Courtney—racing Arnie Sowell—see last February's *Scholastic Coach*.)

By **DON CANHAM**, Track Coach, University of Michigan

New Middle Distance Training Concepts

SINCE A. L. Pelham of England broke 2:00 minutes for the 880 in 1873, Uncle Sam's progress in the half mile has been remarkably slow. In fact, Lawrence C. Myers, who ran 1:56.0 in 1881, would still be welcome on most present U.S. track squads; C. H. Kilpatrick, who ran 1:53.4 as far back as 1895, would still be a headliner; and Ted Meredith, 1:51.9 for 800 meters in the 1912 Olympics, would still be a high scorer in our national championships.

With the exception of a handful of men like Whitfield, Sowell, Courtney, and possibly Spurrier and Stanley, we have fewer top-flight world class runners in this event than reason tells us we should.

The same general picture holds true for our mile and 1500 meter performances. Here, however, we're pitiful by world standards. Small countries like Finland and England, for instance, can name ten fine milers to our one.

Since W. Cummings of England posted a 4:16.2 mile in 1886, our progress in the mile has been far below that in all other events save the longer distances. To be sure, Mel Sheppard, Glenn Cunningham, and Wes Santee have come up to world standards. But for a country with more people running the mile than any other nation, it's obvious we aren't producing our share of topnotch performers. In Melbourne, for instance, not one of our 1500 meter men could reach the finals.

While we've hit the 7-foot high jump, the 63-foot shot put, the sub-46 sec. 440, and :09.3 in the 100, we've not hit the 4:00 mile or the 1:45.0 half-mile.

We know, however, that the 4:00 minute mile is no longer a super-human effort, and we can well imagine an Arnold Sowell or a Tom Courtney putting two :52.5 sec. quarters together for 1:45.0 half-miles. Either or both may do so soon, but the fact remains that literally hundreds of other Ameri-

can middle distance men aren't approaching their personal potential.

While most Americans have heard of "interval training" and "repeated speed work," and many have read articles about these systems, few realize how simple and basic this "new" type of training really is.

Franz Stampfl, the English and Australian coach, has done the most intelligent writing in his book, *Stampfl on Running*, concerning training trends for the middle distances. One has only to study his workout schedules for Bannister, Chataway, Brasher and others, to realize that intensity of work and planning is a vital key to middle distance success.

We must, however, go back to pre-war Germany to find the real beginnings of what we know today as the "interval" and "speed" training programs. Waldemar Gerstler (the German coach) had Rudolf Harbig on this type of a program when he set his world marks at 400 and 800 meters. So, until another claimant comes along, the still successful Gerstler must be given major credit for the middle distance training changes that most of the world has now adopted.

Prior to explaining the exact quantity and type of work involved, several things must be pointed out to coaches and athletes as they ponder a training program.

First, unless a boy has a burning desire to punish himself in practice, he cannot succeed.

Second, lack of confidence in boys can be overcome with intelligent coaching.

Third, training tempo must increase gradually over a long period.

Fourth, unless the coach is enthusiastic about the sport and the particular training program, the athlete will not be.

Fifth, there's no such thing as a "burned out" athlete due to work. Zatopek, Pirie, Kuts, Landy, and many others have proved this.

Lacking enthusiasm, athletes will usually perform poorly, and the "burned out" title has been hung on these men too often, when the real cause is mental and not physical.

Sixth, the coach must constantly emphasize that "self-improvement" is the real mark of successful training programs. The boy who gets better and better is on the right track, even though he may not win a race.

Seventh, an attractive competitive schedule must be arranged. Motivation is impossible unless an athlete can see something worthwhile to prepare for.

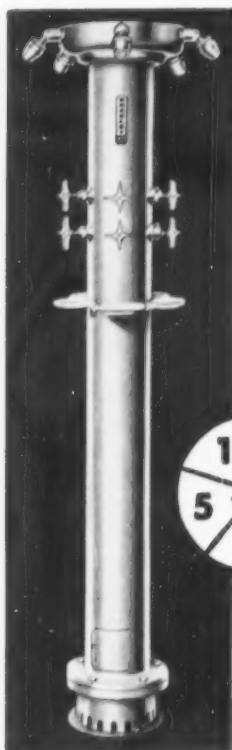
Eighth, the boy must understand *why* he's being asked to work so hard. The training then becomes purposeful.

At the University of Michigan, we hold several squad meetings yearly to review the sound physiology behind interval training, and the pace and strength value of "repeat" training, etc. Once the boys understand the "whys", their approach to hard work improves considerably.

Based on the assumption that the above offers a reasonably accurate picture, the specific training trends for a middle distance runner are as follows. The vast majority of the work is underdistance (repetitive short runs) rather than overdistance (practice runs of greater than race distance).

Physiologists, working with coaches, have done much to evolve this changed training concept. Through laboratory studies, it has been shown that rapid work (of any kind) of short duration is more fatiguing than slower work done over a longer period of time.

Applied to training on the track, it simply means that repeated "speed running" brings on exhaustion quicker than long overdistance running at a slow pace. Of course, we all realize that training is getting tired and then recovering over



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and over again, so that the body eventually adjusts and wards off the fatigue symptoms more efficiently.

Coaching experience, in addition, has shown most coaches that it's easier to get a boy to work closer to capacity on shorter repeated work than on longer overdistance sessions. The duration of pain or discomfort is no doubt a major factor. A boy wheeling fast 220's is uncomfortable for only the last few yards, while the same boy running overdistance may feel (or think he feels) distress over a much longer period.

The tendency to lay off the pace in practice is, of course, much more prevalent where discomfort extends over the longer period.

Present training methods capitalize on this fact, and men like world record holders Roger Moens of Belgium or Gordon Pirie of England work from 20 to 30 220's or 300's in a single workout, rather than doing long, grueling overdistance work day after day.

Age, emphasis, climate, and psychological barriers play their part in our mediocre performances. However, a more logical reason is our failure to work hard enough on logical training schedules. Cunningham, Whitfield, Sowell, Courtney, and a few others have shown us that constant work, plus intelligent methods, are really the keys to greatness in the middle distances.

The hundreds of Finns, Germans, English, Australians, etc., add weight to the argument that proper planning for training followed by actual hard labor is the only way to the top. Several European coaches (Valsta, Gerstler, Stampfl, Holmer) have, through conversations, writings and correspondence, helped the author draw a clearer picture of what constitutes middle distance training in most quarters of the world today.

Thus, what follows here is the type of training that most European and many American coaches give to their middle distance men.

Modern middle distance training (ideally) consumes about nine months per year (more, in many cases) and from four to six years before a boy can expect to attain his maximum potential. In addition, the program must include the following five components:

1. Overdistance work (cross-country and Fartlek).
2. Interval running.
3. Repeated "speed" training.
4. "Wind-up" work.
5. Competitive running.

There has never been a middle distance champion who didn't run cross-country to some degree. Yet

few have been great in this sport. In any case, early fall practice should be done on the cross-country course.

OVERDISTANCE TRAINING

After a month of typical long cross-country work, the overdistance type work for middle distance runners should turn to "Fartlek"—the Swedish method of covering long distances at varying pace without a watch. It's particularly valuable for middle distance men because in so doing he breaks out of the slower running rhythm of true cross-country running.

The "playing with speed", as the Swedes say, or playing around with faster paces on short sprints, steady longer dashes, and some longer strength work—all rolled into a single workout—has another obvious value. The middle distance man becomes familiar with the racing cadences he'll later use on the track as he sprints for position, settles down for the body of the race, and then drives for the tape.

INTERVAL RUNNING

The second phase of middle distance training is begun early in the indoor season or in early spring, where there's no indoor program. It continues throughout the competitive season. The "interval" training phase is where the athlete runs definite distances (i.e., 220-300-440) on the watch, in contrast to the free speed work of "Fartlek". If, for instance, the workout is to consist of 6x220 yards in 28 seconds each, the time between the 220's is the interval. The interval time (spent in jogging or walking) is the recovery period.

As the athlete improves, the fast laps can be increased in speed and/or the interval shortened, say, from a four-minute interval to a three, etc., or more repetitive (8x220) and/or longer distances (6x350) can be used.

The progression and variables possible in this workout help prevent boredom as well as provide a graduated work program.

Interval running for middle distance prospects seldom exceeds 500 yards, and more often is 440 or less. In fact, Zatopek, Kuts, Pirie and other long distance runners have trained for 5,000 and 10,000 meters on 300 and 440 "interval" running programs.

The speed and strength work value to the athlete is obvious. In addition, the coach can design a graduated work program with interval

(Continued on page 59)

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By **WILLIAM (BUCK) LAI**

Coach, Long Island U.; Scout, Brooklyn Dodgers

A Baseball Check-List

A detailed breakdown of the skills permits the player to note what he cannot do and assures the coach of covering everything in practice

IN BASEBALL circles (or diamonds), coaches may disagree on *how* to teach but not on *what* to teach. Unfortunately, however, due to inadequate facilities, lack of time, or the inability to field the entire squad at any one time, coaches can't always proceed in a logical and orderly fashion. They must do a lot of improvising. As a result, many important things can get lost in the shuffle.

This can be harmful to inexperienced coaches. The neglect of some fundamental can prove costly in the games to come. A player may fail to make the proper play at the right time. A throw to a wrong base, failure to make the double play, permitting a runner to get too large a lead, an Alphonse-Gaston act under a pop fly, not covering first base, missing a signal, and a thousand and one other errors of omission and commission can lose a game.

That's where a comprehensive check list can come in very handy. It permits the player to make a mental note of what he cannot do and then take steps to gain the necessary knowledge and practice to improve his performance. For the coach, it offers insurance of covering everything in the planning of his practices.

Just what material to use, how much to spend on each phase, and what methods and aids to employ will depend on the individual coach.

The purpose of the accompanying check list is to give the coach and player a quick picture of the complete offensive player and the complete defensive player. This will furnish the *what* of the game. The *how* and the *why* can be obtained from other sources.

OFFENSIVE BASEBALL

Batting

1. Grip.
2. Stance (quiet bat, eyes on ball, shoulders level, hips level, etc.).

3. Swing (use of wrists, hips, stride, follow-through, etc.).
4. Strike zone.
5. How to hit behind the runner.
6. How to pull the ball.
7. Correction of faults:
 - a. Overstriding.
 - b. Hitching.
 - c. Uppercutting.
 - d. Head turning.
 - e. Sweeping.
 - f. Failing to follow through.
 - g. Lifting rear foot.
 - h. Stepping in bucket.
 - i. Others.
8. How to hit change of speeds.
9. Confidence.
10. Hit and run.
11. Helping runner on steal.
12. Helping runner on passed ball or wild pitch.
13. Coaching when "on deck."
14. Hitting to opposite field.
15. Faking bunt and hitting away.
16. Protecting plate on two strike count.
17. Maximum use of batting practice.
18. How to take signals.

Bunting

1. Grip.
2. Stance:
 - a. Squareaway.
 - b. Straightaway (square from hips up).
3. Bat control:
 - a. "Give" with ball.
 - b. "Catch" ball with fat end of bat.
 - c. Ball direction.
4. Do not commit self too soon.
5. Base hit bunts:
 - a. Drag bunt.
 - b. Push bunt.
6. Sacrifice bunt:
 - a. Strike zone.
 - b. Purpose of bunt.
 - c. Bunter is expendable.
7. Squeeze bunt:
 - a. Safety squeeze.
 - b. Suicide squeeze.
 - c. When to use.
8. Difference between right- and left-handed bunters.
9. Placement of bunts:
 - a. When bunting for base hits.
 - b. When sacrificing.
 - c. When to make third baseman field bunts.
10. Fake bunt:
 - a. To draw third baseman in so

- runner can steal third.
- b. To draw infield in and hit away.
- c. To upset pitcher and catcher.
- d. To keep infield "honest."

Baserunning

1. Quick start after hitting ball.
2. Run out every ball hit.
3. Proper running form:
 - a. Head up.
 - b. Body control.
 - c. Use of hands and arms.
 - d. Proper stride.
4. Turn of first base on a long single.
5. Leads and breaks:
 - a. One-way lead.
 - b. Two-way lead.
 - c. Initial cross-over step.
 - d. Quick pivot and full speed in a few strides.
 - e. Walking lead.
 - f. Fake break.
6. Eliminate wide turns when going for more than one base:
 - a. How to tag base with left foot and pivot.
 - b. How to tag base with right foot and pivot.
 - c. Short arc before base.
 - d. Weight toward inside of diamond.
 - e. Tag portion of base closest to pitching rubber.
 - f. Don't break stride.
7. Make use of base coaches:
 - a. Look and listen.
 - b. Follow signals. (Stay up, slide, keep going.)
 - c. Make use of on-deck hitter (when coming home).
8. Be alert for defensive ruses:
 - a. Fake tag (to delay runner or make him slide).
 - b. Fake miss of ball (to decoy runner into trying for extra base).
 - c. Fake "base hit" maneuver on pop-up when hit and run is on.
 - d. Etc.
9. Know when to try for extra base.
10. Know various slides.
11. Slide correctly.
12. Be able to slide on either side.
13. Slide to break up double play.
14. Be alert for pick-off plays:
 - a. First base.
 - b. Second base.
 - c. Third base.
15. Be in foul ground when taking lead off third base—know how to re-



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turn to third base.

16. Use correct procedure in rundown:

- Delay tag so other runner(s) may advance.
- Advance if teammate is caught in rundown.
- Be alert to defensive fakes, such as fake throw and follow through.

17. Proper way to execute double steal (runners on first and third base):

- To draw throw from catcher.
- To break for home.

18. Be aware of game situation:

- Be alert for line drive that is caught.

- Make defense make play at home and prevent double play. (Runners on first and third and ball is hit to infield.)
- Be alert for defensive lapses.
- Know number of outs, when to run on 3-and-2 count, etc.

19. Know how to tag up on fly ball.

20. Force outfielder to make throw by faking advance on short fly ball.

21. Know how to worry pitcher when on base.

22. Know how to distract infielder on ground ball without interference.

23. Return to base quickly after tagging it if coach gives last second "hold up" sign (particularly at third base).

24. Be "leaning" in proper direction according to play and location of ball.

DEFENSIVE BASEBALL

Pitching

1. Control:

- Horizontal.
- Vertical.
- Stance on rubber.
- Eyes always on target.
- Striding.
- Follow through.
- Fielding position.
- Use of pre-inning warmup.
- Take signals on or astride rubber.
- Refrain from throwing across body.

2. How to hide ball.

3. How to confuse batter:

- "Throw" glove at him.
- Change timing of pitches.
- Shake off or fake shake-off of catcher's signal.
- Throw more than one pitch with same motion.

4. Catch return throw from catcher or third baseman one-handed.

5. Proper fingering of ball:

- Fast ball.
- Curve ball.
- Change-ups.
- Other pitches.

6. Fielding responsibility:

- Fielding bunts.
- Covering first base on ball hit to right side of infield.

7. Backing up bases.

8. Proper windup for individual pitcher.

9. Proper set position for individual pitcher.

10. Pick-off plays:

- To first base.

b. To second base.

c. To third base.

11. Prevent baserunner from getting too big a lead.

12. Obey catcher's signals.

13. Alert to position of teammates.

14. Knowledge of hitter.

15. Knowledge of game situation.

16. Know what to do on no-balls two-strikes count on hitter.

17. Know how to warm up.

18. Know balk rule.

19. Know how to tag first base.

20. Know how to pitch batting practice.

21. Know how to pitch-out.

22. Sequence of pitching.

Catching

1. Intelligence (field general).

2. Squat (signal) position:

- Prevent offense from stealing signs.
- Permit own players (pitcher, second baseman and shortstop) to receive signs.

3. Receiving position:

- Ready to catch.
- Ready to shift.
- In position to throw.

4. Catching ball:

- Use two hands whenever possible.
- Bring ball toward middle of body.
- Protect throwing hand.
- Know how to block all pitches.
- Shift properly.

5. Throwing:

- Get throw away quickly.
- Take minimum number of steps.
- Throw overhand.
- Accurate to all bases.
- Know how to throw on double steal.

6. Know how to tag.

7. Know how to block plate.

8. Know how to catch foul and fly balls:

- Remove mask quickly.
- Locate ball.
- Judge trajectory correctly.
- Catch ball.

9. Can field bunts.

10. Cover third base when necessary.

11. Hustle to back up first base when play requires it.

12. Know how to perform double steal options.

13. Know how to return ball to pitcher.

14. Know pitchout procedure.

15. Know pick-off procedure.

16. Know deliberate walk procedure.

17. Know how to pitch to hitters.

Infield Play

1. Anticipate play.

2. Proper fielding stance.

3. Obtain maximum fielding range.

4. Field ball properly.

5. Get ball away quickly:

- Take minimum number of steps.
- Put enough power into throw.
- Accurate arm.

6. Know how to make double play.

7. Can make tag play.

8. Make use of voice.

(Concluded on page 22)



Put a lot of play on very little ground

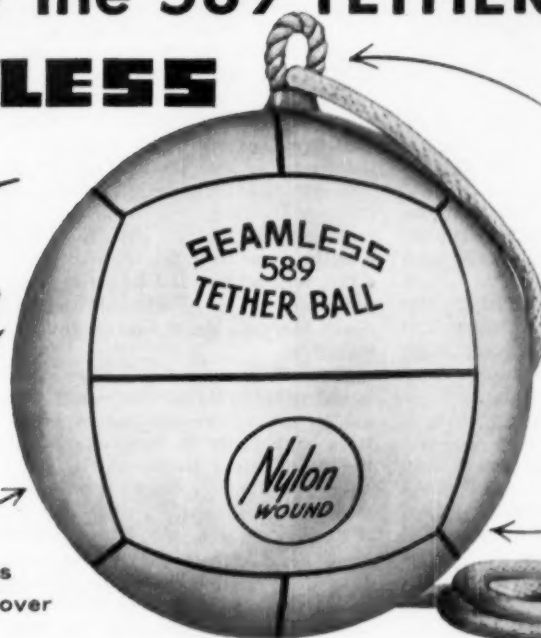
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BUILDING THE SMALL-SCHOOL TRACK TEAM

By **PAYTON JORDAN**, *Coach, Stanford University*

As told to Jerry M. Kelly

WHILE many ingredients go into the making of a winning track recipe, we needn't assume that a large turnout is the chief constituent. Proper coaching and management can compensate for a lack of numbers. The ambitious and enthusiastic coach can mold a contingent capable of beating schools three times its size.

Coaching is a year-round job, and many tasks must be accomplished before outdoor practice begins. The coach should start early to encourage all boys, regardless of their size, to try out for the team. Since boys are easily influenced by their friends, each team member may be asked to bring out several of his friends. A recruitment contest is always fun for the boys and at the same time effective.

Getting the parents and community behind a track program represents another essential pre-season project. An effective means I have used is to write letters both to the boys and their parents before and after each track season, explaining the program, its advantages, and what has been accomplished.

Civic groups offer backing only if approached with a positive program designed to benefit the youth and the community alike. A coach should talk to the groups and, if possible, show movies or slides of the local track program.

The financing of the track program should constitute a challenge rather than a limitation. Such essentials as a well-kept cinder track and locker room and attractive uniforms may be realized through thorough organization and planning. Volunteer help may be enlisted from interested and informed groups and persons.

A boy born with an aptitude for

competition is the exception rather than the rule, and it's an important part of the coach's job to instill the fact that competitiveness lies not in muscle but in the mind. Thus, the coach must work with each boy individually from the start, helping him attain the correct mental attitude as well as correct form.

Each boy is more efficient in one or two events, depending upon his physical make-up. It's the coach's task to discover early in the season several events best suited for the boy. Promoting versatility is a must, however, to make up for lack of depth in small schools.

From the start, the coach must place before his athletes every incentive known to create attention, the desire to learn, a willingness to practice faithfully, and the maximum of interest.

A boy with worthy incentives and a willingness to make the necessary effort will seldom fail to achieve his potential goal. Fortunately, the coach can do a great deal to develop incentive.

One of the most effective tools is the personality of the coach. The athlete must have admiration, affection, and faith in his coach; and the coach must hence pay a great deal of attention to his own personal development.

The coach, too, must understand youth and reach their innermost emotions. He must live track every day—reading, watching films, and observing—and encourage his team members to do the same.

The athlete who knows precisely what he's practicing—when and how it's going to help—will practice with greater attention and interest. High ideals, determination, and hard work are three vital characteristics to instill in the boy.

The denial that the individual is limited in his performance is a powerful psychological tool, a tool that has become increasingly recognized in many fields. The denial of limitation releases the individual from the bonds of arbitrary limits, freeing him for previously impossible performances.

It's better to reward the athlete for progress than for competitive efforts against other members of the team. The coach should always look for things to recognize and applaud.

Since teamwork is just as much a necessity in track as in football, basketball, and baseball, the participants must learn to work together and cheer each other on during competition. This conception of teamwork allows the coach to combine the incentive of individual desire with the incentive of group responsibility.

In some respects, the small school has the advantage over the larger. Where the team is smaller in numbers, the coach is able to knit the group closer together, resulting in more spirit and fun.

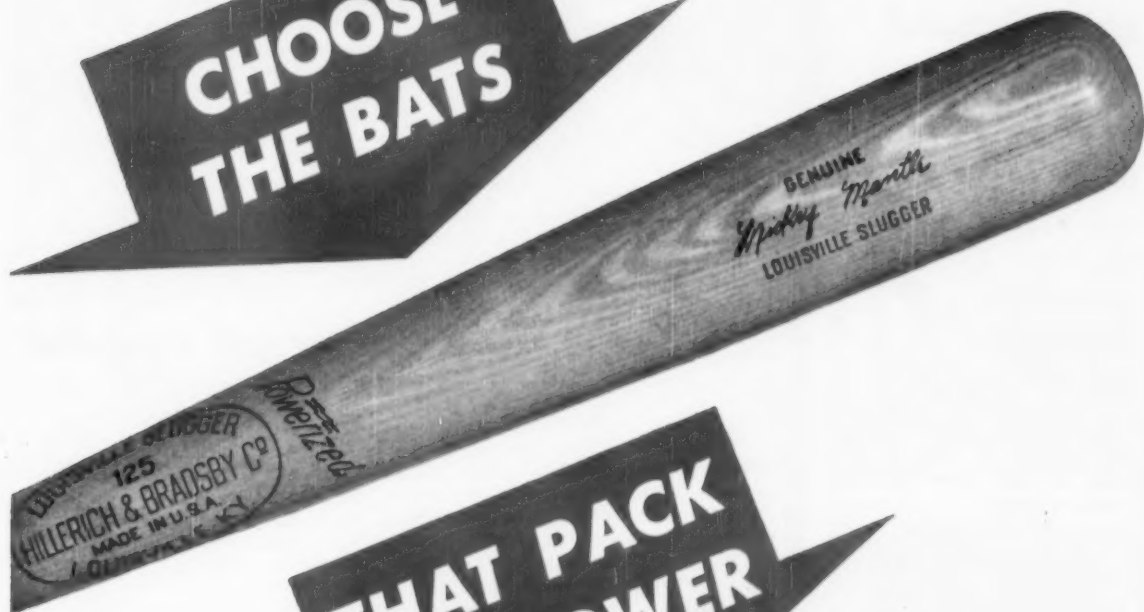
To make sure that each practice session will yield maximum dividends for the time and energy expended, the coach must not leave the development of skills to chance. Practice sessions must be organized in a manner that will exploit all the up-to-date coaching methods and thus produce a higher degree of skill in a shorter space of time.

One of the fundamental drives of the human being is the desire to play—to have fun. By exploiting this desire, the coach will extract more work from his athletes and avoid staleness and inertia that follow unimaginative practices. Hard work mixed with competitive games can be fun if directed properly.

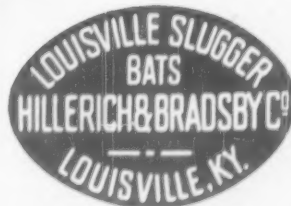
No one knows the limit that a man can accomplish in coaching and athletic activity. A small school can have a relatively large number of athletes with far-reaching goals in mind. The insistence on perfection extends to all areas of the track program—from the individual conditioning, dressing for and execution of the event, to the programming, organization, and presentation of the meet itself.

Locker room pep talks, if only for a few minutes, have a place in high school track. Boys need frequent reminders that they represent their school, faculty, schoolmates, par-

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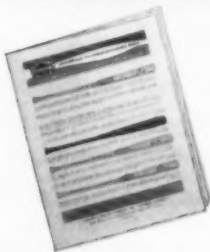


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ents, and community. The exorcism of fear, worry, and pessimism must be accomplished in the locker room, too.

During practice, time is precious and honest work is imperative. Working out over an hour and a half a day is inadvisable. Thus, a well-planned program each day is necessary.

On the field, I have constructed a rack with cubbyholes containing daily assignment sheets for each of the team members. After the boy has warmed up, he takes his sheet to determine the practice instructions.

After completing his planned assignments, he's free to pursue special needs and instructions by his coach. Not only do the sheets save valuable time, but give the boy a feeling of belonging to a team and having a prescribed daily goal.

I've utilized many ideas for creating stimuli within the small schools I have coached. Convinced that the athlete should be rewarded for his achievements, I set marks for each and present personal certificates when the mark is reached. The mark must, however, be within reasonable reach of the individual.

In the locker room, I keep an informative bulletin board and a performance chart. On the former are included write-ups and news clippings, pictures, and other information on individual events. School and league records are posted for all to see, as well as school track plaques and pictures of the school record-holders.

The performance board has each event listed with four spaces provided under each. The top four performers for each event have their names inserted in the order of team rankings, which are based on interscholastic and intrasquad competition.

Bright colors have a stimulating effect in the locker room. The walls and floor should be painted in cheery colors—cream or yellow having the best effect.

Clean and attractive uniforms are another important factor to be considered. Attaching the competitor's last name to the back of his jersey is a simple but effective means of catering to his ego.

As many dual meets and relays as possible should be scheduled during the spring. Dual meets give the athlete the opportunity to participate in a variety of events.

An intrasquad meet which I schedule each year as "Fun Day" could kick off the season. Here each team member participates in many events. This knits the boys closer together and permits them to func-

tion as a team for the first time.

Much can be gained by those who participate for the love of competition. Track, more than any other sport, teaches self-discipline and teamwork and sportsmanship at the same time. A wholesome team support is assured through good example and showing the boy, his parents, and the community the values of track and field.

Numbers are not the important things. It's the year-round track coach who'll dare mighty things that will build a winning track team, no matter how small his school.

Baseball Check-List

(Continued from page 18)

9. Execute relay play.
10. Can catch pop flies.
11. Can make rundown play.
12. Know bunt defenses.
13. Know pick-off plays.
14. Know double steal defenses.
15. Can field slow hit balls.
16. Know pre-game infield practice procedure.
17. Know how to make cut-off plays.
18. Know how to throw from "hole."
19. Know how to field own position:
 - a. First baseman.
 - b. Second baseman.
 - c. Shortstop.
 - d. Third baseman.

Outfield Play

1. Gain familiarity with playing field.
2. Stance and start.
3. Ability to get jump on the ball.
4. How to use glove to shade sun.
5. Correct use of sun glasses.
6. Know how to field ground balls.
7. Anticipate.
8. Know how to get in position for fly balls in order to get throw away quickly.
9. Judge trajectory of ball.
10. Know how to throw.
11. Know where to throw.
12. Make use of cut-off or relay man.
13. Use voice.
14. Know how to play rebounds or caroms.
15. Know possible use as "extra" infielder.
16. Back up bases.
17. Know when to fake catch of ball that will hit wall.
18. Know how to make shoestring catch.
19. Know when not to catch long foul fly.
20. Know pre-game outfield procedure.

One of the most versatile gentlemen this side of Bob Mathias, Buck Lai athletic-directs and coaches baseball and basketball at Long Island U. He also bird-dogs for the Dodgers and has written two books for Prentice-Hall—one on baseball, the other on basketball.

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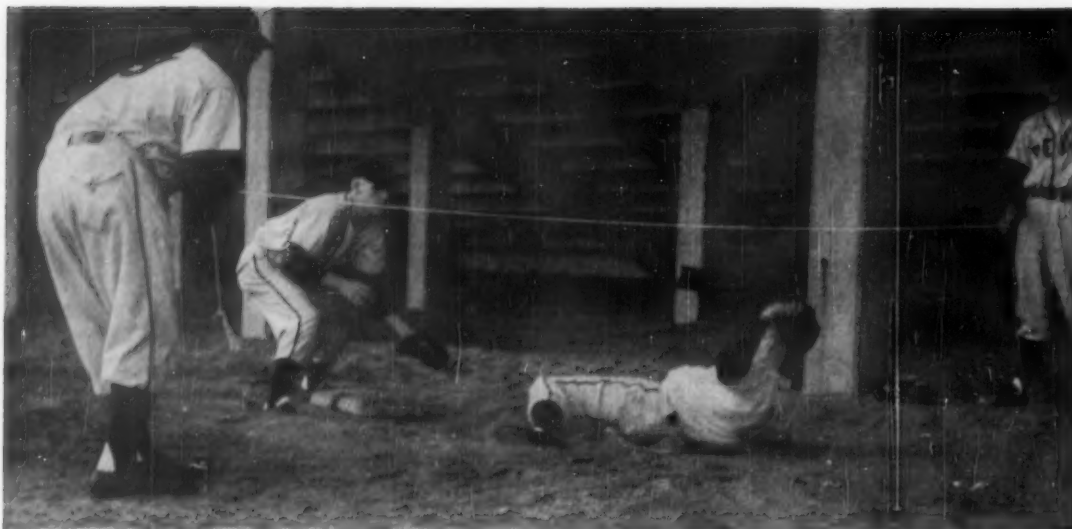
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Improving High School Baseball

BASEBALL, though called our national pastime, enjoys considerably less popularity on the high school level than football and basketball.

From an administrative standpoint, the chief reason for this is that there isn't enough public interest to make the sport self-supporting. Like other non-profitable sports, it must be subsidized; and this has made its inclusion in the athletic program somewhat uncertain.

Since baseball is unprofitable, it must either be made self-supporting or its subsidy must be justified in the minds of administrators and the public. The recent rapid expansion of summer baseball, from Little League to American Legion ball, has proved that boys have considerably more interest in the game than the high school program would indicate.

Another major factor limiting high school baseball is that baseball is a fair-weather sport. Football and track can be practiced and schedules completed despite the weather, but in baseball the uncertain spring weather curtails practice and interrupts schedules.

Furthermore, our schools hire coaches for the profitable sports. Which often means that high schools either have no person qualified to coach baseball or delegate the coaching to persons with little interest and experience in the game.

Numerous coaches contacted by the writer unanimously felt that a study of high school baseball would be of much value to coaches and administrators. This stimulated the writer into undertaking a survey of the Suburban League (Chicago area) and the Big 12 Conference (central Illinois).

The study centered around the question: "How can high school baseball be improved?"

The study revealed that the improvement of schoolboy baseball should be concentrated on two major points:

1. Justifying the subsidy of the baseball program in the minds of administrators and the public; and

2. Determining ways and means of making high school baseball more interesting to players and spectators alike.

The coaches in the study were asked to analyze and evaluate the present high school program, to comment on a number of specific recommendations designed to improve the program, and to offer constructive suggestions of their own. Following is a round-up of the major findings:

1. *Having a better and longer schedule, from 20 to 30 games a season, by extending the program into the summer.* Because of the

present lack of financial assistance during the summer, only moderate approval was given to this item. Most teams find it satisfactory to play at least three games a week—Tuesday, Friday, and Saturday.

2. *Having good officiating at the games.* Good officiating was rated higher than any other item. Every athletic director should give just as much care to the selection of his umpires as he does to basketball and football officials, since bad umpiring can spoil the game.

3. *Proper financial backing.* Because of the great stress upon football and basketball, the baseball program is too often given meager funds on which to operate. Depending upon the level of play, the average cost per team came to \$975, \$400, \$350, and \$250. Doubling the size of the program would cost somewhat less than 50% more, and quadrupling it would cost less than twice as much.

4. *The Varsity coach should have a solid baseball background.* Too often a football or basketball coach is given the job in his off-season. He often lacks interest in baseball, and as a result the boys and program suffer. The practice of appointing qualified professional players to coaching positions is a wholesome sign because it assures the availability of personnel well-schooled in the skills and techniques of the game. If possible, the varsity coach's

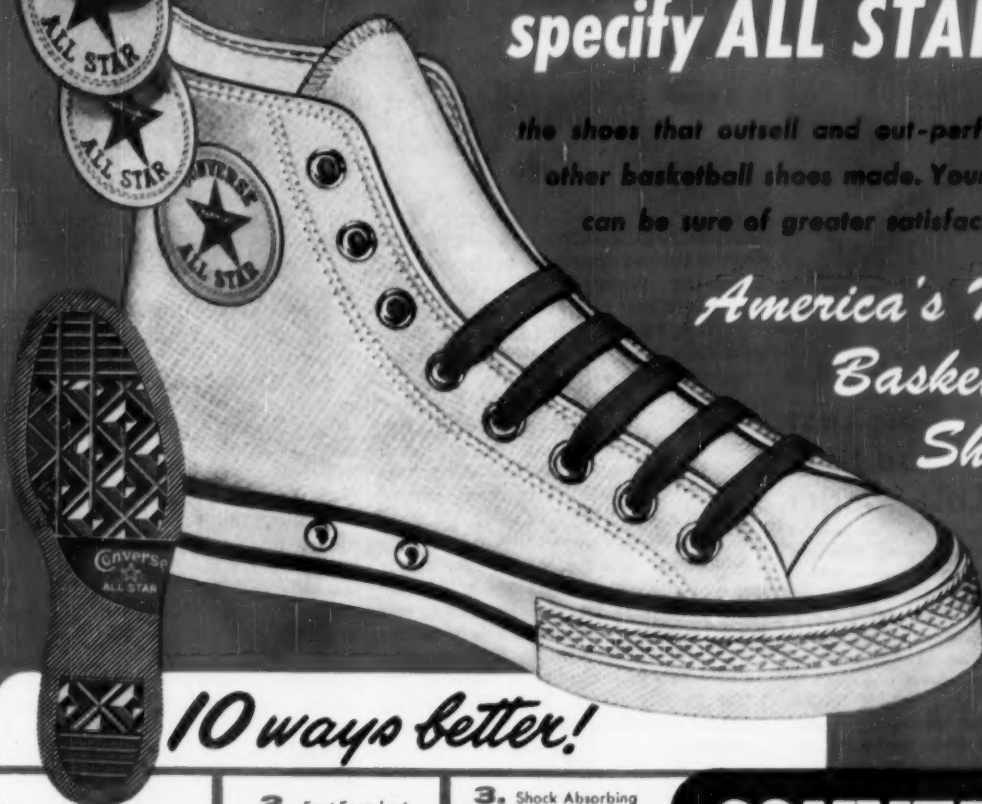
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Asst. Coach, University of Idaho



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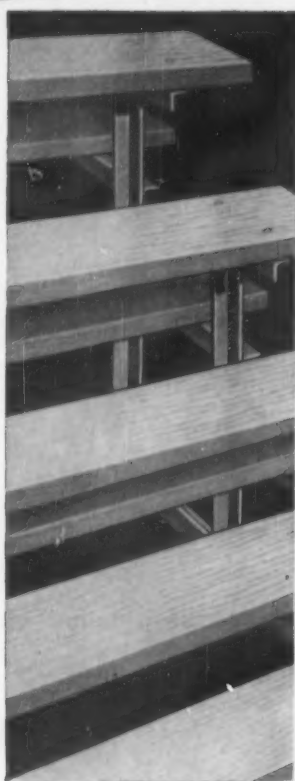
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primary duties in coaching should be with this sport.

5. A "farm system" in which the coach works with and strongly supports the lower levels of competition. The coaches indicated that close association and cooperation would bring rich dividends in player talent. They believed that the varsity coach should cooperate and assist in the promotion of the lower levels of competition in the community, such as Little League, American Legion, Junior High School, etc.

6. Make the parents more interested in the program. Get them to go to the games and watch their sons play. No one will inspire a youngster more than his mother and father. Reserve a night early in the season for a baseball program, in which parents, friends, and players all can attend. Movies and informative talks can be given by program officials. Good publicity, twilight games, and a parents organization will help provide a better financial basis for an expanded program, either through increased gate receipts, increased subsidy, or supplementary fund raising.

7. Strong competition between the junior-varsity teams. Junior-varsity competition will improve the "farm system" and provide replacements for the varsity. An 8-10 game schedule was suggested. A program offering two or three levels of competition would give more boys the opportunity to compete.

8. Fall practice for athletes not competing in fall sports. Most of the coaches believed that two or three weeks of practice in the early fall would be beneficial. The spring season alone provides too little time to give individual attention to squad members.

9. Community baseball clinic for youngsters. The coaches believed that a clinic would stimulate interest and enthusiasm in the community. The clinic may be handled by the varsity coach, with the varsity squad members serving as demonstrators.

10. Good facilities and equipment. Good facilities and equipment have proved most important in successful high school programs throughout the country. The quality of the facilities and equipment naturally is dependent upon the size of the school, but all schools can and should obtain the more important items. Such facilities as the scoreboard, bleachers, backstop, players' benches, batting cage, etc., have become standard for all baseball programs.

(a) A well-kept baseball diamond gives the player the opportunity to

play to the best of his ability.

(b) The grass infield with cut-out base lines is far superior to the skinned diamond. The general practice is for the middle of the infield to be grass with a skinned area 30 feet wide for the infielders, instead of the professional width of 45 feet.

(c) An enclosed field makes the best baseball area. Little League leagues require an outfield fence. This eliminates ground rules and increases spectator interest. A heavy wire fence, 4 or 5 feet high, has been recommended by Little League, but most teams use a snow fence.

(d) The field should have a tile drainage system, which will help materially to prevent postponed games.

(e) Seating facilities for spectators must be provided to encourage the type of backing and interest necessary for a good program. Poor seating discourages attendance. Bleachers should be separated from the field by a rope or fence, and should be well-constructed and safe.

(f) A portable batting cage simulates game conditions for the fielders, batter, and pitcher, but still permits the coach to stand behind the hitter and offer advice. A good manufactured batting cage costs about \$150. If funds are unavailable, they can be constructed by an industrial arts class.

(g) Top quality baseballs, bats, and protective equipment should be provided.

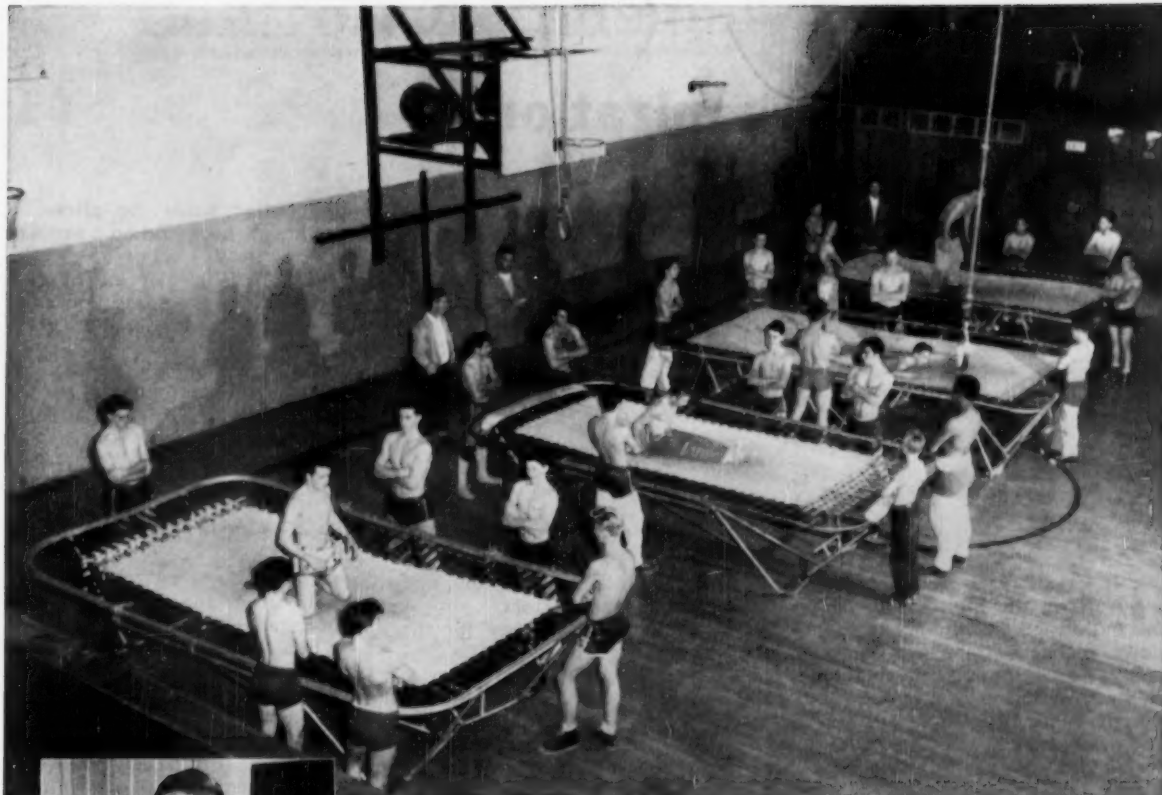
(h) Every team should have a sawdust or sand sliding pit about 10 feet square, where every player can be taught the essentials of sliding.

(i) Satisfactory training room facilities and equipment should be obtained.

(j) Teaching aids are valuable; i.e., bulletin board, movie projector, instructional slides, and printed material.

(k) Good indoor facilities and equipment drew a high rating because most schools do their early conditioning and training in the school gym. The extent and type of facilities should be in relation to the climate and seasonal changes. If the team cannot get outside until late March, it's imperative to provide a good indoor program.

(l) Here's a list of possible facilities and equipment for a baseball program: Backstop, scoreboard, players' bench, bleachers, bases, home plate, pitcher's plate, batting cage, bats (including fungo bats), balls, catching paraphernalia, gloves, shoes, uniform (cap, belt, etc.), sliding pads, batter's protective helmet, bat bag, baseball bag, roller & drag, etc.



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Practice Organization

for High School

Baseball

By **DAVID T. CURRAN**, *Baseball Coach, Manhattan College*

ONE of the major problems confronting the high school baseball coach is keeping the squad active throughout the practice session. With the limited time available to him, the coach cannot afford to have any boys standing around idle. The practice must be alive and purposeful, with everyone kept occupied.

The players must be given opportunities to practice the skills which they'll perform in the game. They must throw, run, catch, field, slide, and hit. The mentor who can keep his entire squad busy and learning at the same time is really coaching baseball as it should be coached.

The average practice session should take about two hours. Each boy should be properly dressed when he comes out on the field, with his uniform being worn just as for a game.

When the squad arrives, make them run one lap around the field. This will serve both as a warm-up and a conditioner. Upon their return from the run, hold a brief meeting. Give the batting order of the day, pitching rotation, drills to be used, and any important announcements.

Next, divide your squad into pairs and have them warm up by throwing the ball back and forth to each other—infielders with infielders, outfielders with outfielders, catchers and pitchers.

Your first batting practice pitcher should warm up separately. It's a good idea to have him work from the mound with the catcher in full regalia. This serves two purposes: (1) The pitcher gets used to working from the mound, and (2) the catcher gets the feel of all his equipment. This drill should take about

15 minutes, depending on the weather and other factors.

The squad is now ready for the second phase of practice. The infielders and outfielders go down to the opposite corner of the field and set up for batting practice. Batters should hit in the same order as they do in a game. If it's early in the season, the coach should designate the order—all first basemen, second basemen, shortstops, third basemen, and then the outfielders.

Have only two men in at one time, one hitting and one on deck. Instruct them to sacrifice bunt the first two strikes, dropping one down first base and the other down third base. Stress the importance of bunting only strikes, so that they'll do the same in the game.

Then, depending on how many hitters you have, have each boy hit four or five. On the last pitch, have the boy drag a bunt and run it out. He should run through first base, then come back and take a position on the bag—practicing the lead off the base.

PRACTICE FOR PITCHER

At the same time, the pitcher gets practice in holding the man on. The runner goes on the first pitch and the catcher throws through as in a game situation. If necessary, have the boy slide and the baseman put the ball on him.

The runner then assumes his normal lead off second, as the batter bunts the second pitch. The pitch is fielded by the player called by the catcher and the play made to the proper base.

The runner, now on third base, takes his lead in foul territory; and

as the batter bunts the pitch, he runs home as he would on a squeeze play.

In this drill, the boy has bunted, batted, and run the bases, while the other players have shared in game situations.

While this drill is going on, you may use an extra outfielder or infielder to hit fungos to the outfielders. It's a good idea in this drill to number your outfielders and have them take turns in catching the balls.

Have the boys throw to a player stationed midway between them and the fungo hitter, so that they don't have to throw too hard. Also have a manager behind the pitcher to feed him the baseballs. This speeds up this part of the session.

It's most important for the fungo hitters to time their hitting in between pitches so that no one will get hit with a batted ball. You may also have the on-deck batter hitting grounders to the infielders in between pitches.

ASSUME NORMAL POSITIONS

Have the infielders play their normal positions and make the plays, including the double play. Stress that the batters swing only at good pitches. The pitchers must practice control while the batter gets used to swinging only at strikes. Have two rounds of batting for the regulars and one for the substitutes.

While the infielders and outfielders are kept moving in this fashion, the pitchers are busy working on purposeful drills that simulate game conditions—practicing them until they become second nature.

The first drill is on bunted balls. Assemble all the pitchers on the mound, each with a ball, plus one of your catchers and a first baseman. Assume a position at the plate with a fungo bat and a ball. Call out a bunt situation and have the pitcher take the necessary stance.

The pitcher delivers his ball, and as it arrives at the plate, toss the ball you're holding down the first or third base line. The pitcher must then come in and field the ball. If you have enough men available, you may use some for base runners.

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Give each several chances to make the play to first base, second base, and third base, with the catcher calling the play as he sees it.

The second drill is designed to give the pitcher practice in covering first base on balls hit to the first baseman or to the pitcher's left. This play requires timing and good footwork. As the pitcher's ball crosses the plate, hit your ball to the first baseman and have the pitcher cover. Teach them the proper way to hit the bag and turn into the infield.

As the infielders finish their batting practice, they should come over and get into these pitching drills. This will give them experience in making the proper play and will sharpen their timing.

OUTFIELD DRILLS

Take a position behind the mound with a fungo bat and some balls. Station the outfielders in their proper positions, while the infielders assume their positions. Hit fly balls to the outfielders and have them throw to the bases and home plate. Teach them to throw on a line with the ball reaching the basemen or catcher on one bounce. The infielders, meanwhile, can take their cut-off positions and, if necessary, cut off the throws.

Hit balls to the outfielders' right and left, on the fly and on the ground. Have them come in on the grounders and go back on the flies. During this drill, you may use your pitchers to run the bases. The more running they do, the better shape their legs will be in.

It's also a good idea to have the first and third base coaches take their positions and tell the baserunners what to do. Before fungoing the ball, call out the situation as to score, inning, and number of outs.

As you can see, this drill serves a multiple purpose. It gives the outfielders practice in fielding flies and grounders and throwing to bases. The infielders get practice in receiving throws from the outfield, relaying throws, tagging runners, and making cut-off plays. The catcher receives practice in taking throws from the outfield and tagging runners, while the base coaches get experience in directing runners.

Following is a good conditioning drill for pitchers which should be used all through the season. Place all pitchers in either left or right field. Then take a position behind the mound with a fungo bat. On a signal, have the pitcher start running to the opposite field. Hit the ball so that the runner catches it

between center field and the field he's running toward.

You may employ the same drill by standing behind second base with about four balls. As the pitcher starts running, throw the first ball on the fly, then the second a little farther away, etc. The third and the fourth should thus find him at the opposite field.

For a good drill on base-running, gather your squad at home plate. Have a stopwatch and a manager nearby to record each boy's time. First, have the boys run through first base and return. Next, have them take the turn at first and go to second. Then have them turn at second and go as far as third. On their last try, have them circle the bases. Time each run and see if the boy improves from week to week. This also serves as an incentive, making for good competition and good base-running.

A well-organized practice session should end with a fast snappy infield workout. The coach should hit ground balls to each of his infielders. Use two infields if you have enough men. Work one and then the other as a group. Let them get used to one another. After awhile, you may call situations—working on ground balls, double plays, bunts, and accurate throwing.

It's a good idea to have the boys run around the track at the end of the practice, especially early in the season. Later on, especially if you give them a lot of running during practice, this may not be necessary.

INTRA-SQUAD CONTESTS

Intra-squad games are recommended once the season gets underway. Get in one round of batting practice for the regulars and then start the game. Use these games to give the boys experience in playing under actual game conditions. Stop the game any time to explain the play, how to make the right play, etc.

To speed up these intra-squad games, you may play three full innings with one team at bat for nine outs. After three are out, clear the bases and start a new inning. This also allows one pitcher to work continuously for three innings.

It's pretty tough for pitchers to get into shape, particularly in the poor spring weather belts. While it may not be feasible to pitch them for more than three innings at a time in early season, that hardly constitutes a workout. The continuous three-inning stint, as suggested, offers a much superior workout.

A well-organized practice is the key to baseball success.

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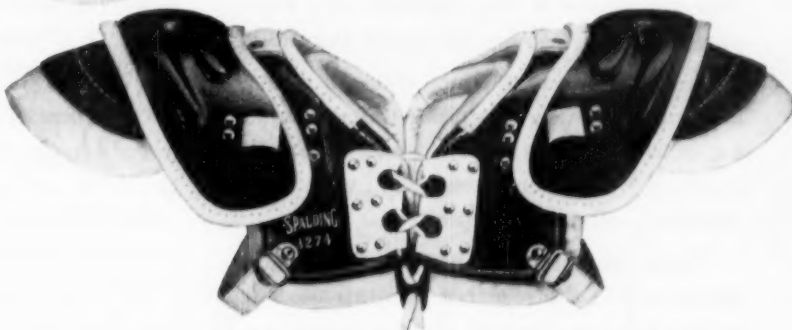


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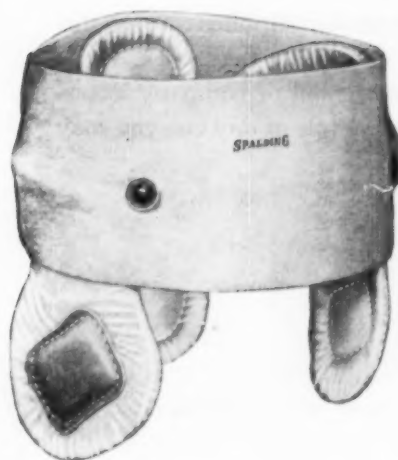
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

AFTER Illinois snuffed out the fabulous San Francisco 60-game winning streak with ridiculous ease, 62-33, the A.P. tartly reported that "Woolpert (Don coach) kept the door of Frisco's dressing room locked for 15 minutes. But the Dons shouldn't have minded. The Illini had kept them locked up for 40 minutes."

Before the Patterson-Moore imbroglio, an esthetic sportswriter wrote that Patterson has "the venomous striking speed of a cobra." Advised of this literary turn, Moore neatly rounded out the metaphor with "And I am a mon-goose." Then Patterson neatly rounded out Archie.

Close shave by Bob Addie, sports scribe de luxe: "Now that it has been revealed that the Gillette Safety Razor Co. contributed \$136,200 to the Olympic Fund, none of our athletes will dare raise even a mustache."

A couple of hunters had been out in the wood for five hours and one of them became panicky. "We're lost!" he cried. "What on earth are we going to do?"

"Take it easy," replied his friend. "All we got to do is shoot an extra deer and the game warden will be here in a minute and a half."

The confirmed city dweller took his young son to the state fair where he pointed out the champion bulls, champion pigs, champion sheep, champion chickens, etc. Then he asked, "Any questions, son?"

"Yes, Dad," replied Junior. "Who did they have to fight to become champions?"

Little diamonds culled from *Baseball Digest*:

"They call it the Grapefruit League because so many squirts are trying to be eye-fillers."

"Capture of the Brinks gang now

leaves baseball umpires and fight judges as the world's greatest robbers."

In Babe Ruth's first year with the Yankees, he drew Ping Bodie for a roommate. But they were roomies in name only. The Babe was such a confirmed playboy that Bodie saw little of him. Someone once asked Ping, "Who are you rooming with?"

"Babe Ruth's valises," he replied.

Earle Combs came up to the Yankees with a great reputation as a base stealer. "So you're pretty fast, eh?" Manager Miller Huggins asked.

"Yes, sir," replied Combs. "They used to call me the mail-carrier down in Louisville."

"Well, up here they'll just call you the waiter," smiled Hug. "We've got a couple of guys called Babe Ruth and Bob Meusel, and if you get on base, you just wait till they knock you in."

Watching Herb Score strike out 13 Orioles and allow just one hit, the nice old lady seeing her first game was totally unimpressed. Leaving the park her only comment was:

"It's a good thing the Orioles got that hit. Otherwise we wouldn't have seen ANYTHING!"

Hey, all you lucky people up in New England, coming your way in April and May is a two-man basketball show positively guaranteed to dazzle you with footwork, armwork, and brainwork. The great Bob Cousy and his scintillating sidekick, Bill Sharman, will conduct a series of two-hour clinics for youngsters and coaches, covering the game from A to Z. Movies will be shown, some of the local hoopsters will get a chance to scrimmage with Bob and Bill, prizes will be distributed, a foul shooting contest between Sharman (the best in the NBA) and a selected opponent will be held, and then Cousy will dribble through any five kids selected for their defensive ability!

The 45-day tour will be conducted

under the aegis of local Jaycee groups, and keep an eye out for the advance notices. If you're really looking for a concentrated course on basic and advanced basketball, bring the entire squad with you.

The guy was a pro end with a very shady reputation as a dirty player. One of his fouls cost the club the league title and at the All-Star game in January his coach bitterly asked: "Have you made any New Year's resolutions yet?"

"Yup," replied the rowdy, "from now on I'm going to follow the Ten Commandments."

"You've been following them all your life," snapped the coach. "Why don't you resolve to catch up with them this year?"

Larry Killick and another fugitive from the North watched the TCU-Syracuse Bowl game from deep in the heart of the Texas Christian rooting section. Larry's buddy, a hardy soul, let his enthusiasm get away from him as Syracuse stormed up from behind.

As the TCU delegation watched in glum silence, Syracuse staged a stirring drive. Larry's buddy rose to his feet and, much to Larry's horror, started roaring: "C'mon Syracuse, chaw them Rebels up! Get 'em Syracuse! C'mon you Yankees!"

Larry grabbed his pal by the coat-tails. "For God's sake," he pleaded, "sit down before you get killed! Who do you think you are?"

His buddy thought for a moment, then his face brightened.

"Custer!" he roared.

It was one of those pro-championship games played in Chicago in late December with the icy blasts ripping in from Lake Michigan. As the Bears lined up to start the second half, the referee noticed that only eight men were on the field.

"Where are the tackles and the center?" he yelled to the quarterback.

"They're getting patched up by the trainer," snapped the qb. "They got knocked down by flying ice."

"Flying ice?" echoed the ref.

"You heard me," replied the qb. "They tried to spit against the wind!"

What a thrill the Army-Navy game must have been for Red Greer, ex-football coach who's now athletic director at Tucson (Ariz.) H.S. On Army was Mike Morales, and on Navy was Pat Flood—both members of Red's 1952 state champs.

And on Xmas week, Red entertained his 1952 backfield in his home. Besides Morales and Flood, there were Joel Favara, now a star at Oklahoma A. & M., and Mark Owens, currently starring at the U. of Arizona. Some of the linemen on that team now doing okay for themselves in college ball were: Dick Nordmeyer and Bob Allen, both playing for Illinois; and Guy Barruckian, guard at Missouri. What a team that must have been!



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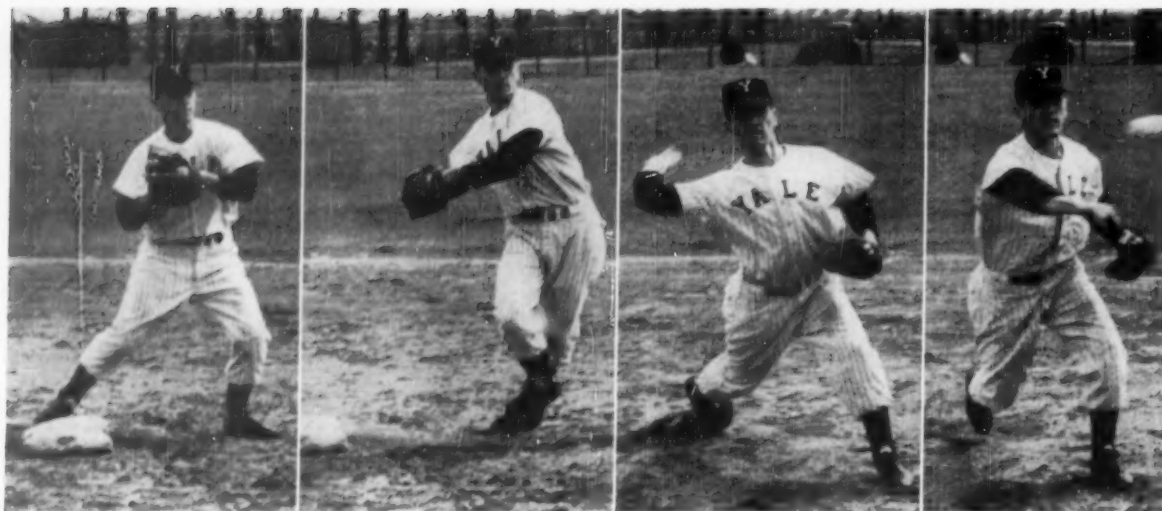
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Shortstop steps over bag with l. f., then hops and drags r. f. against corner and steps toward first with l. f.

Mechanics of the Double Play

(Continued from page 11)

best, a difficult problem. The pivotman must concentrate on the ball, yet be aware of the position of the oncoming runner. The latter will be making a determined effort to slide into him to break up the double play.

Both speed and care are demanded of the defensive player, and diligent practice of the entire maneuver is essential. Thorough knowledge of the strategy, tactics, and techniques will help any double-play combination develop into a smooth-working unit. It's with this in mind that the following ideas are presented.

THE SECOND BASEMAN

The second baseman's value to his team revolves primarily around his ability to make the double play. As stated above, he should endeavor to position himself to make the throw just as soon as he has possession of the ball and should aim chest-high at the bag, not at the shortstop.

Underhand Toss: This is used only on balls hit close to the base and should be not-too-hard, not-too-soft. It should be timed so that the shortstop will receive the ball a half step before he reaches the bag. To facilitate this type of play, the second baseman should place his right foot directly in the path of the ball when he must go toward the bag to field it.

Backhand Flip: This is used for short and medium throws; and since

it involves a more or less unnatural motion, must be practiced until proper control is acquired. Because the backhand flip can be made without changing position and consequently is a great time-saver, it's preferable to a natural overhand or sidearm throw.

Hip Pivot and Throw: This is used on balls hit to the second baseman's left or which are more than 20 feet from the base. On fielding the ball, the second baseman should make a jump-pivot to his right and throw with power with both feet solidly planted.

The Tag: When he fields the ball in the baseline, the second baseman should look for the runner to see if he can save time by tagging him out, rather than forcing him at second.

This is particularly applicable to balls hit to his left. If the runner stops to avoid the tag, a quick throw should be made to first base to retire the batter. Then the pursuit of the runner, who in this case must be tagged, should be resumed.

THE PIVOT

The pivot should be made according to the path of the runner and the direction of the throw. Since both factors must be considered and because the second baseman's back is to the runner, this can prove quite difficult. Ordinarily the baseman doesn't know the exact location of the runner. He should hence vary his move, thereby making it

harder for the runner to break up the double play. Above all, he should concentrate on getting the ball. Without it, he can do nothing.

The actual approach to the bag should be in a direct line with the throw wherever possible. Furthermore, the base should be reached quickly. But the last two steps should be deliberate. In this way, the second baseman can greatly facilitate his task of receiving the throw and completing the pivot.

Pivot Into Diamond: This should be used when the runner slides to the outside and/or the throw comes to the inside. Either foot can be used in contacting the bag, according to personal preference and momentary convenience.

When the right foot is used, the second baseman should step toward a point halfway between home and first on his left foot and make the throw across his body.

When he uses his left foot to hit the bag, the right one crosses it in a step toward home and is followed by a normal stride with the left foot toward first base for the throw.

Pivot Back Toward Outfield: This should be used when the runner slides to the inside and/or the throw comes to the outside. The second baseman should hit the outside of the bag with his left foot, push back on his right foot, and move slightly further out toward the outfield as he steps with his left foot in making the throw.

Pivot Directly Toward First: This is the most natural way to make the play and can be used on a hard-hit ball which allows sufficient time for an unimpeded throw. The simplest manner of doing it is to hit the first-base side of the bag with the right foot and to step di-

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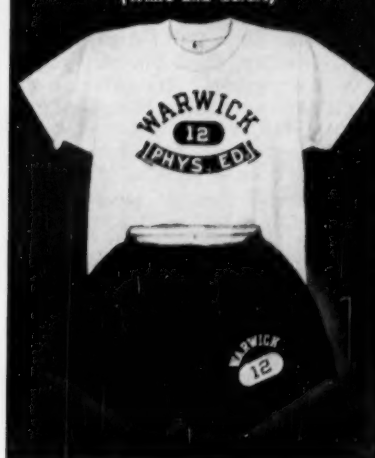
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rectly toward first for the throw.

The surest method, however, is the straddle-and-drag. Here the second baseman straddles the base to receive the ball and drags his right foot across it as he throws, making doubly sure of the force on the runner at second.

THE SHORTSTOP

The shortstop's role in making the double play differs from that of the second baseman due to the physical nature of his position. He has within his field of vision not only the ball and the base, but the oncoming runner as well.

Furthermore, when acting as pivot-man, he can usually continue in the same direction in which he approaches the base and his throw can be made with less of a pivot than is required of the second baseman. Consequently, he can make a more natural throw, insuring greater accuracy and power with little extra effort.

To repeat for emphasis: The throw to start the double play should be chest-high and directly to the bag, not to the second baseman.

Getting the Ball Away: The shortstop can (and should) make his throw without straightening up in order to save time in getting the double play started. He should remember to pull his glove away from the ball as soon as it's in his possession so that the second baseman will have an unobstructed view of it.

The Throw: On balls hit to his left fairly close to the bag, the shortstop should use an underhand toss, making it while in motion. On balls hit straight to him or to his right, he should use a sidearm throw, usually from a stationary position.

The two-handed scoop and the push throw aren't recommended, since they can obscure the second baseman's view of the ball.

THE PIVOT

The direction of the throw from the second baseman, the path of the runner, and the available time are the fundamental considerations of the shortstop when serving as pivot-man.

The approach to the base should be made quickly with the last two steps taken deliberately. If possible, this move should be timed so that the shortstop will be one step from the base when the ball leaves the second baseman's hand. Quite obviously, this demands a great deal of concentrated practice on the part of both men.

Hitting the base with the right foot and stepping with the left for the throw would seem to be the best method of executing the play, but an extra step or hop is sometimes needed to avoid the runner and/or get-off the throw. Then, too, the position of the shortstop's feet as he arrives at the base is important.

Actually, there can be no set rule. The play should be made in any fashion that's most effective for the shortstop in any given situation.

To the Outside: This method should be employed when the throw is to the outside and/or the runner slides to the inside. Ideally, the throw should be caught as the right foot hits the outside corner of the base. This is followed by a step diagonally to the left with the left foot for the throw to first.

If the runner is too close to permit a throw on this step, a short hop or shuffle-step to the left should be made, carrying the shortstop further out of the runner's path. He can then make his throw as he lands on his right foot and steps toward first with the left.

The drag method can also be used on the double play to the outside. In this case, the right foot should be placed about four inches from the outside corner of the base and dragged across it as the throw is made.

To the Inside: This method should be used when the throw is on the inside and/or the runner slides to the outside. The bag should be contacted with the left foot and either the drag method or a step can be employed. The former insures the force-out at second, while the latter carries the shortstop farther from the base and out of the runner's path.

If he uses a step, the shortstop should hit the inside corner of the bag with his left foot and push off diagonally toward home, landing on his right foot and stepping with his left for the throw.

The drag method can be used where preferred or if a slight bit more time is available for completion of the play. Here the shortstop should arrive at the base with his right foot forward and on the inside (inside the baseline) of the base. The left foot stays behind and is dragged across the base as he steps to throw. A half-pivot on the lead (right) foot and a step lightly in the direction of home plate as the throw is made will help take the shortstop out of the runner's path.

Straight Ahead: This might be called "following one's natural in-
(Continued on page 42)

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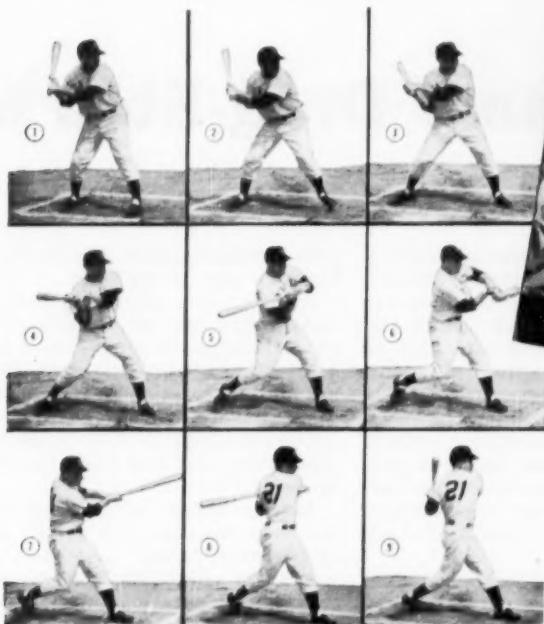
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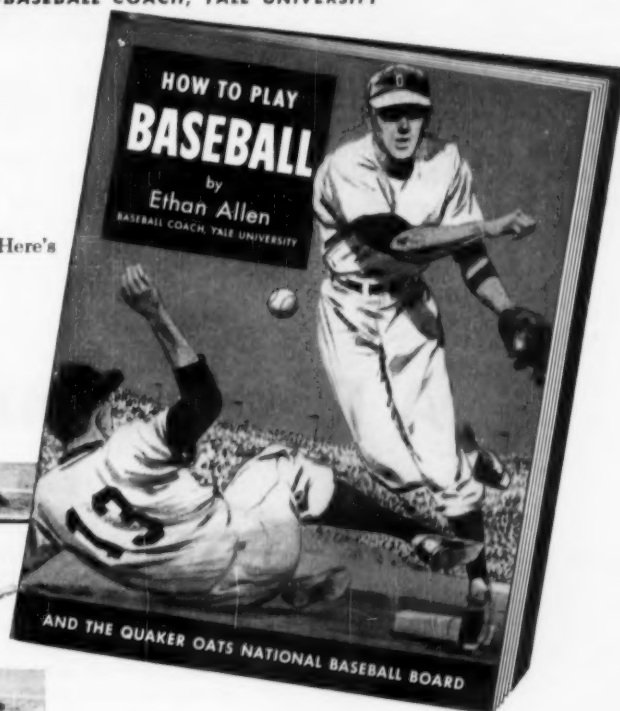


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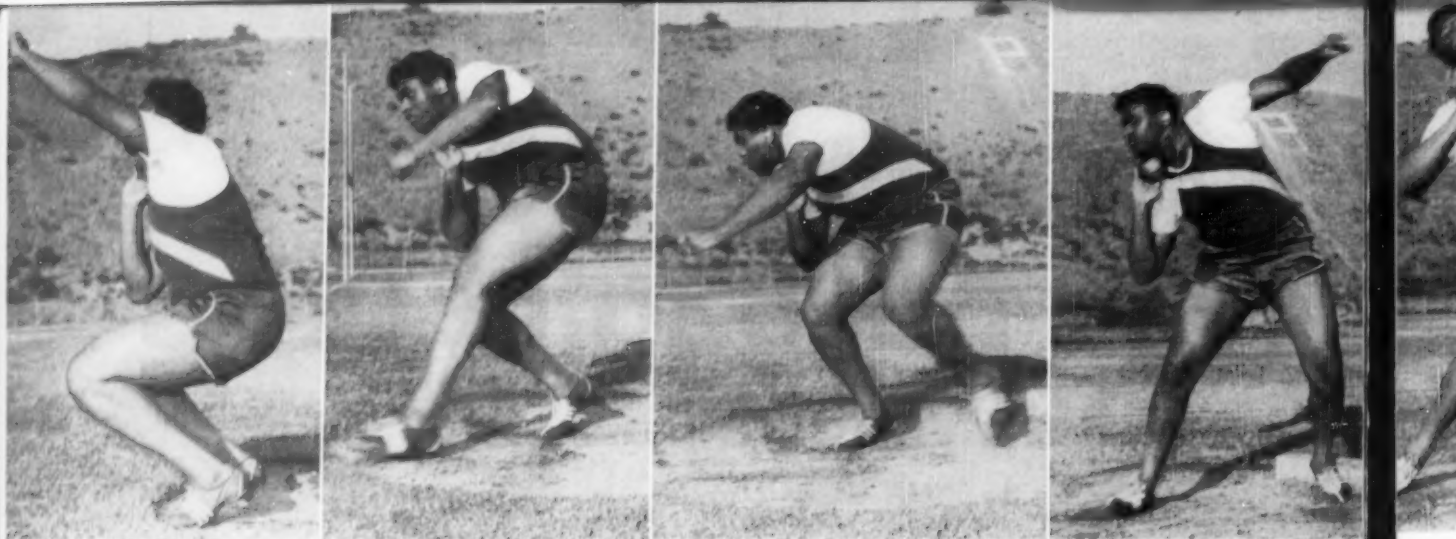
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HOMER ROBERTSON, H.S. Record Holder, 63'9½"

Exploiting speed and hip-thrust to fullest advantage, the Drag-Step and Half-Spin Style may be broken down as follows:

1. The putter faces away from the toe board with feet

parallel and spread from 1' to 2'; the bigger the man, the wider the spread.

2. The putter assumes a half-squat position, with the upper legs nearly parallel to the ground.

3. The weight is carried on the balls and toes of the feet; the body is straight up.

4. The left arm is bent at the elbow and relaxed.

A Revolutionary Drag-Step and Ha



PACIFIC H. S. is justly proud of Homer Robertson. The school-boy Parry O'Brien smashed the interscholastic shot-put mark to smithereens last spring with a heave of 63' 9½", almost a foot and a half better than the existing record!

A leviathan of an athlete, standing 6-3 weighing 254 lbs., Homer (who's now attending junior college in San Bernardino) owes much of his success to a revolutionary type of putting style called "The Drag-Step Half-Spin."

This unique form was adopted in May of 1955 after extensive experimentation with the conventional "hop and reverse" method of crossing the ring had failed. We were only four days away from the first SCIF Meet at Riverside. Homer was making no progress with the conventional method, and a definite change seemed in order.

First we tried to change Homer over to the O'Brien reversed style of approach. When this proved unsuccessful, we tried a front approach. Homer faced the toe board

with both feet parallel and heels at the back edge of the ring.

He first took a quick step with his right foot, at the same time turning 90° to his right. His next move was a quick step with the left foot, placing him in the same position as the conventional form.

Unfortunately, the operation proved too slow and had to be discarded.

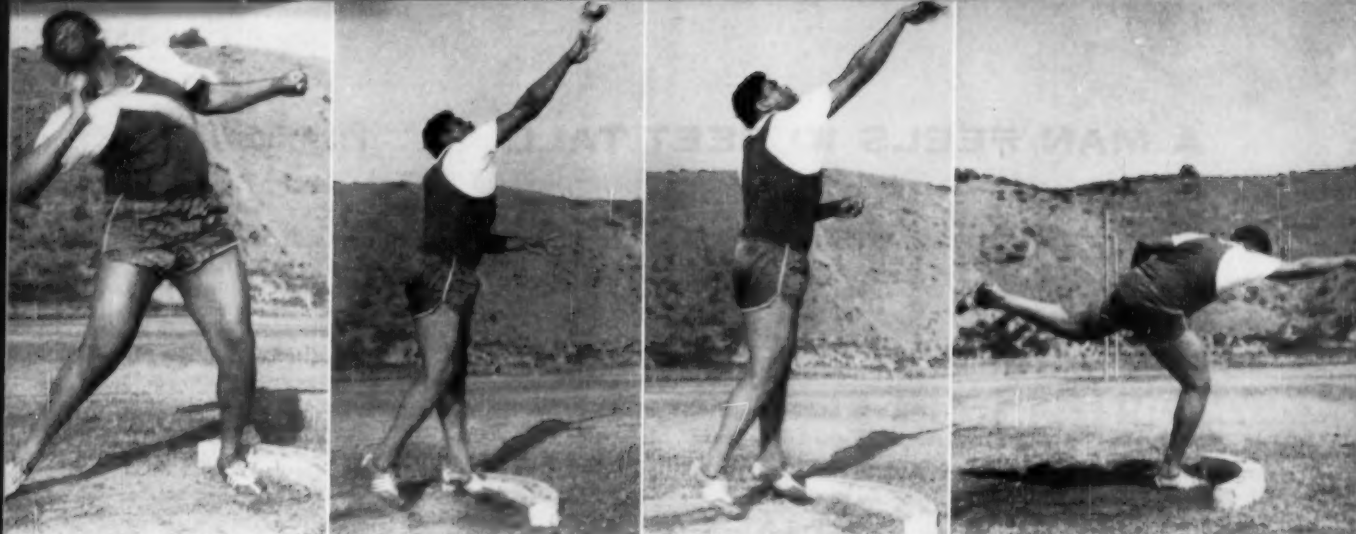
Finally, Homer was placed in a low crouching position at the rear of the ring, facing away from the toe board with both feet parallel. After a few puts, we noted that his momentum across the ring was faster and his throws somewhat longer. That was it! A few minor adjustments were made and we began working Homer into this new form.

Before describing this new form, which has worked so successfully with Homer, it might be interesting to note his distances and difficulties with the conventional form.

As a junior, Homer began putting about 54'. As the season progressed, he dropped back to between 50 to

By **LEONARD T. PECCHIA** and **JOHN C. GRENDEL**

Track Coaches, Pacific High School, San Bernardino, Calif.



Photos by Dennis Keith

5. The putt is started by shifting the body weight backward until the putter feels he's losing his balance.

6. At the moment the putter feels he's falling, he quickly drags his right foot back, turning it in to the center of the ring at a 45° angle. This step must be kept short to insure speed. (Homer's step is 2'8".)

7. When the right foot strikes the ground in position, the

putter must instantly begin his hip thrust. At the same time, he must whip the left leg to the front of the ring to receive the body weight. This action aids in the hip thrust.

8. The putter must maintain the same height of the body from the start of the putt until the hip-thrust has begun.

9. Once the putter is into the hip-thrust, the wrist-snap and follow-through follow the general styles of putting.

d Half-Spin Shot-Putting Style

52'. He finally regained some of the distance and started putting between 54 and 56'.

We believe the reason for this poor showing (in our estimation he should have been doing much better) was his fear of fouling—inasmuch he had been fouling 50% of the time. Also, his momentum across the ring lacked continuity and speed.

Four days of workouts remained (before the first elimination meet) when the changeover was made. In these scant four days, his improvement was so rapid that he tossed the 12-lb. shot 59'1" in the first qualifying meet!

Several of his practice throws went over 60'. Three weeks later, Homer again equaled his mark in the State Meet at Los Angeles. He also threw the 16-lb. shot 48'6" at this same meet. Fouling had been reduced to a minimum and it no longer was a problem.

Homer started the 1956 season in January, weighing 272 lbs. With a lot of hard work (most of it running), his tonnage was cut to 254 lbs. This, we feel, is his proper throwing weight.

Homer's first competitive put in 1956 reached a distance of 60'¼".

The following week at the Southern Counties Invitational Meet at Huntington Beach, he threw 60'8½" to set a new record. Two weeks later, in a dual meet, Homer threw 62'3".

In his workouts, Homer takes starts and sprints along with the runners. He then reports to the shot-put ring for practice, which might run anywhere from one to two hours. He warms up with the 16-lb. shot and puts 15 to 20 times before working with the 12-lb. ball.

He throws between 10 and 20 times with this weight before trying for distance. Between his 12-lb. throws for distance, he works on wrist snap with the 16-lb. shot.

A detailed break-down of his workout schedule follows:

Early-Season Daily Workout:

Calisthenics.....15 minutes
Jog.....¾ mile
Sprint starts...fifteen 20 yd. dashes
Sprints.....four 50-yd. dashes
Putting for form....25 to 30 puts

Starting Season Daily Workout (approximately four weeks before the first meet):

Calisthenics.....10 minutes
Jog.....½ mile
Sprint starts...ten 20-yd. dashes

Sprints.....two 50-yd. dashes
12-lb. shot for

form.....30 to 50 puts

Two Weeks Before First Meet (regular daily workout, same as starting season):

16-lb. shot...20-30 puts for form and distance

12-lb. shot.....same as above

After working with the 16-lb. and 12-lb. weights, he returns to the sprinting area for two to six 50-yard dashes. At times, he runs a 100 or 220. This workout is done from Monday until the day before a meet. The number of throws and sprints vary more or less, depending upon certain points to be stressed, such as wrist-snap, hip-thrust, speed, etc.

Day Before Meet:

Calisthenics.....10 minutes
Jog.....1 lap
No running or putting

Day of Meet (begin about 35 minutes before throwing time):

Calisthenics.....5-10 minutes
Jog.....1 lap
Sprints.....two 50-yd. dashes
16-lb. shot.....10-20 puts
12-lb. shot.....10-20 puts

Between competitive efforts, Homer throws the 16-lb. shot for form and wrist-snap.

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Play For Two

(Continued from page 38)

clinations" and can be employed when the ball is hit sharply and there's no great danger of being contacted by the runner. Here the shortstop hits the *middle of the bag* with his right foot and takes a normal step towards first for his throw.

The drag method can also be used, with the shortstop taking the throw while straddling the base—right foot forward—and dragging his left foot across the top of the bag as he steps to throw. Time permitting, this is the surest, if not best, way for the shortstop to make the double play.

Behind the Base: This makes for very little difficulty with the runner but is rarely possible since the shortstop must move fast and usually hits the bag while in motion. It can be used on a ball hit close to the bag when the shortstop takes the play himself.

When he gets to a point one step from the bag, he strides with his left foot, releasing the ball as his foot contacts the nearest side of the base. This is a foolproof method and it's unfortunate that it can be so rarely used.

DOUBLE PLAY STRATEGY

Having dealt with the mechanical aspects of the double play, we now come to a few ideas which can help facilitate the execution of the play and prevent the offensive team from being given any unwarranted advantage.

The heading, "Double Play Strategy," is possibly a misnomer. Just think of these suggestions as commonsense rules on the double-play combination.

The most important principle to be considered in attempting to complete the double play is, *make sure of the first out.*

Obviously, with a runner on base it's extremely desirable to get at least one out on any batted ball. Failure to do this opens the door for a big inning. For this reason, every effort should be made to handle a batted ball cleanly and to make an accurate and easily handled throw for the force at second.

The pivot-man should concentrate on getting full possession of the ball while in contact with the base, before giving any consideration to his throw to first. Nothing should impede the smooth and continuous execution of the entire play, but the players should never forget that the first out is the big one.

Without it, the defensive club will have accomplished exactly nothing.

Generally speaking, a fumble should be played to first base. Since the batter enjoys no lead or running start, he should be an easier out than the runner. However, the pivot-man should coach his partner on this play and should call for the ball whenever there's sufficient time to retire the lead runner.

Special Situations: When the ball is hit far to the second baseman's left with a man on first base, the pivot and throw for the force at second is a difficult maneuver and it might be advisable to go to first with the ball and then try to catch the runner going into second.

With men on first and second, the shortstop's double play should be attempted by way of second base with two exceptions:

1. When the ball is hit into the hole far to the shortstop's right, his easiest play will be to third base.

2. When the ball is not hard hit and, after the force at second, it appears that the batter will definitely be safe at first, it's wise to watch the runner rounding third. A quick throw to that base might nail him and, at worst, he'll have no chance to score on what would definitely be an unnecessary throw (to first).

With men on first and third, or the bases loaded, the double play should be attempted by way of second base unless the tying or winning run will score. This is especially true with one out, when a double play will end the inning.

Role of the Coach: A coach should make an extra effort to develop a smooth-working double-play combination. He should take pains to give his combo concentrated work at every practice session and should be sure to cover every conceivable double-play situation that can arise in a game. This should extend to occasional drills with actual runners on the bases.

To go a step further, during in-field practice on game days the drill should include at least two rounds of double-play work. For the shortstop and second baseman, one of these rounds should be on a ball demanding a short throw, the other on a ball demanding a long throw. Merely hitting the ball indiscriminately in the general direction of either position constitutes sloppy coaching and makes for sloppy play.

From both the physical and mental standpoints, the key to the entire situation is practice, practice, and more practice. This is the only way to perfect the mechanical techniques of the double play.

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CLOSED STANCE

STRAIGHTAWAY STANCE

OPEN STANCE

Diag. 3, three types of stances at the plate—Rye H. S. emphasizes the last one (open stance).

Indoor Baseball Drills

(Continued from page 7)

body power behind the swing.

We're also able to stress such batting fundamentals as keeping the head rigid during the swing, keeping the hands high and the arms and elbows away from the body, fast hand action, taking a wide stance which permits only a very short stride of 6-8 inches into the ball, hitting *after* the stride and not with the stride, and lastly bending the rear leg while swinging in order to hit off a rigid front leg.

While "whiffle-ball" batting practice is going on at either end of the gym, the players who are neither batting nor waiting to bat roll ground balls at each other along the sides of the gym.

If you have asbestos curtains which can slide across and separate your gym in half, you can conduct regular batting practice with official or rubber covered baseballs. The curtains are slid across so that a space of a few yards is left between them in the middle of the floor (Diag. 4).

The batter stands in a batter's box at one end of the gym with a catcher in full equipment behind the plate, and the pitcher sets up the full 60' 6" from the plate in a straight line through the opening in the curtains.

The ball is thrown and the batter swings away, driving the pitches into the asbestos curtains. The baseballs are caught in the curtain and drop harmlessly onto the floor.

When the pitcher's supply of balls is exhausted, student managers run around the curtain and collect the balls lying on the floor. They put them in a ballbag and return them to the pitcher on the other side of the curtain.

Players waiting their turn at bat play catch or roll ground balls to each other behind the safety of the curtain. This can be a most beneficial drill, but must be closely supervised by the coach with safety precautions observed by all.

Bunting groups can be set up around the gym for work on the

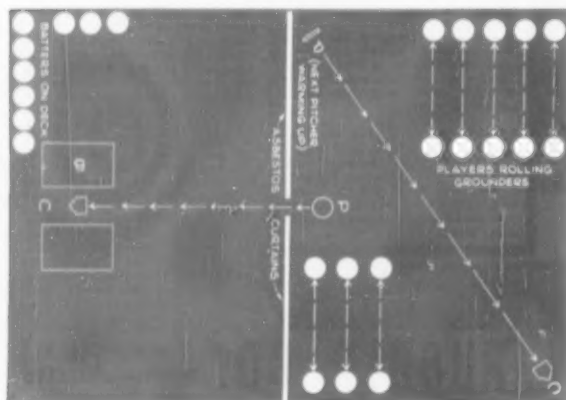
sacrifice bunt (Diag. 5). The techniques of this skill can be practiced every bit as well in the gym as out of doors. We try to put the ball down either foul line.

If the right-handed batter wants to bunt the ball down the first-base line, he makes a quarter-turn of his body toward the pitcher. This puts him in excellent position to push any pitch in the strike zone down the first-base line.

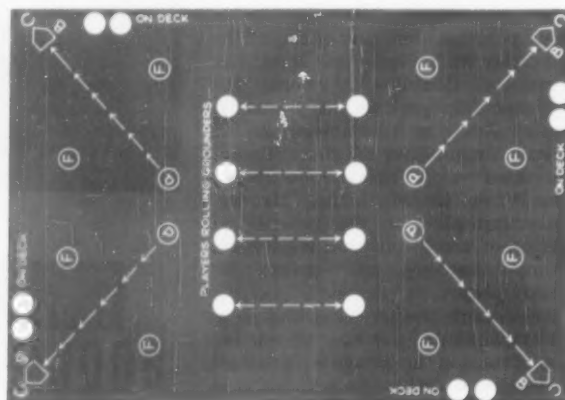
If the right-handed batter wishes to bunt down the third-base line, he makes a half-turn toward the pitcher so that he faces him.

In both turns, the batter pivots on the ball of his left foot and brings the right foot up to the desired position. The right hand is slid up near the trademark, while the left hand remains near the end. The bat is held with a moderate grip at the top of the strike zone, and the batter works down on the ball to insure getting it on the ground and to cut down the possibility of a pop-up. If the ball is delivered over the bat, the batter lets it go for a called ball.

Regular baseballs are used for this drill and pitching candidates throw to the batter from about 30 feet away, with a catcher in full



Diag. 4, regular batting with aid of curtain.



Diag. 5, four-cornered sacrifice bunting drill.

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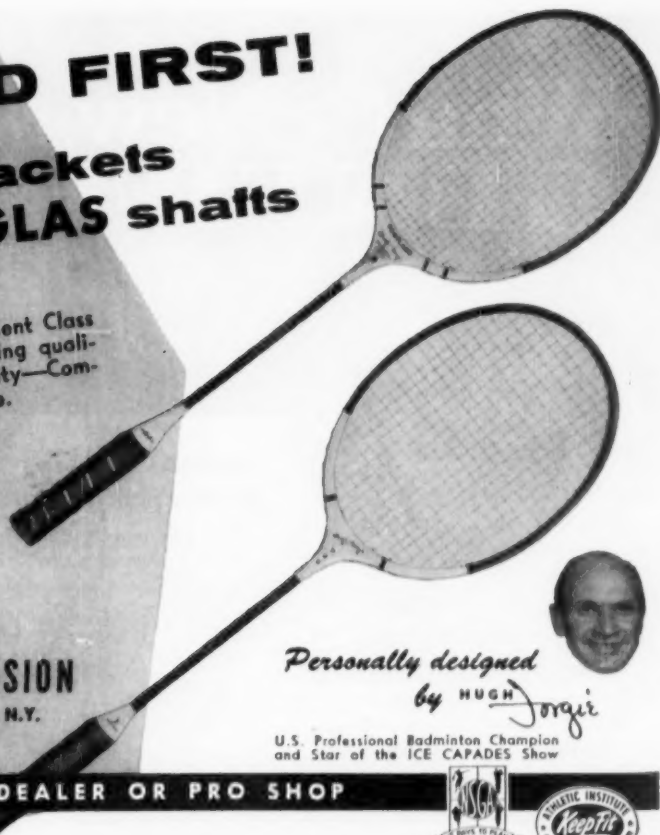
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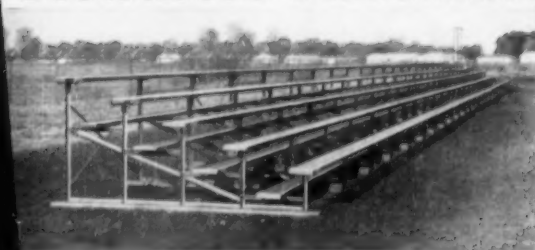


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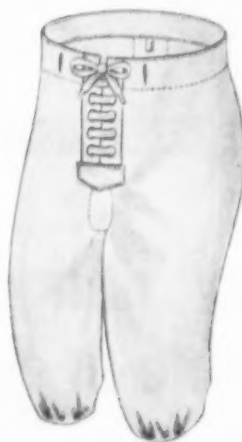
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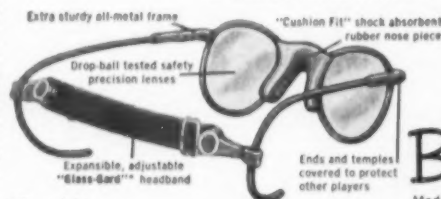
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equipment behind the plate. We use yellow plastic tape to simulate the plate and batter's box on the gym floor. (A left-handed batter would operate in reverse fashion, taking a quarter-turn to lay one down the third-base line and a half-turn to bunt down the first-base line.)

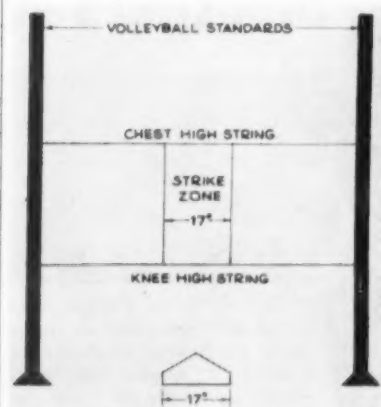
We use the same set-up in drilling on the "bunt for a base-hit." In bunting for the base hit, or surprise bunt, we try to conceal its intent until the very last moment to keep both the pitcher and third baseman off-balance.

As the pitcher comes bearing down with the ball, our right-handed batter is instructed to step directly back with his rear foot and loosen his grip on the bat, letting the bat slide through his hands so that it can be re-gripped up near the trademark. The bat is quickly thrust forward into the path of the ball, and the batter strides with the rear foot toward first as the bat makes contact.

Our left-handed batters use the drag bunt in beating out a hit. They wait for that inside pitch and drag it up the first-base line as they step toward first with the right foot.

PITCHING DRILLS

In addition to warming up with catch, pepper games, and throwing to bunters at 30 and 40 foot distances, the pitchers participate in special gym drills. We've received some good early season control from our pitchers by use of a string drill (Diag. 6).



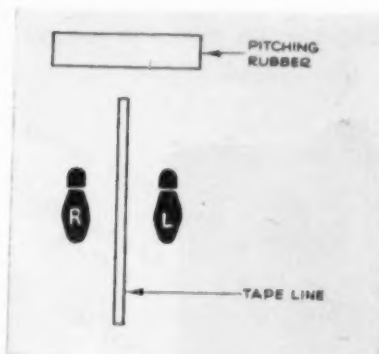
Diag. 6, pitcher's string drill.

To set up this drill, place two volleyball standards three yards apart. Run a string from each standard at shirt-letter height. Then run another length of string from standard to standard at knee height. You now have the top and bottom of the strike zone. Next, take two other pieces of string and center them be-

tween the poles or standards so that they're perpendicular to the two longer strings going from pole to pole. Place these two shorter pieces 17 inches apart (the width of the plate), and you've created the perfect strike zone suspended in mid-air.

Place a catcher behind the string strike zone, and have the pitcher throw to him. Keep a daily record of the balls and strikes. Pitchers start this drill from a 40 foot distance. Then, as the arm gets stronger and becomes conditioned, they move back to 50 feet and then 60 feet. There's no doubt about the call. The catcher calls "strike" if the ball goes through the string strike zone and "ball" if it goes outside the strings.

We have a batter stand just behind the strings in position to hit. This makes it even more realistic for the pitcher and gives the batter a chance to judge some pitches for himself and sharpen his batting eye. In time, our pitchers, catchers, and batting "dummies" become well-acquainted with the strike zone. The pitchers and catchers also work on their signs.



Diag. 7, tape-line drill.

Diag. 7 illustrates our drill on proper footwork off the pitching mound. A right-handed pitcher starts with his right foot on the rubber and his left foot behind the rubber. As he strides forward with his left leg in delivering the ball, he must maintain balance and keep his hips open for a correct follow-through.

We want the right-hander to toe out his pivot foot toward third base and the left-hander to toe it out toward first base. This is a great aid in cutting down the total body action during the pivot, and thus helps control. We want our right-handers to stride forward and slightly left in their delivery and the lefty to stride forward and slightly right.

To aid the pitcher in this phase of footwork, we lay down a chalk



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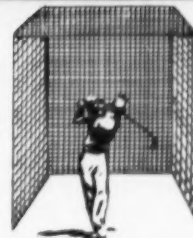
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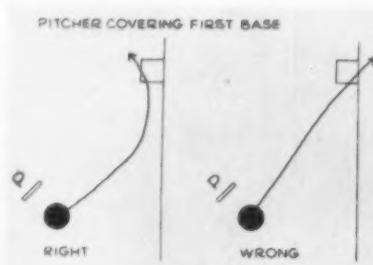


or tape line from the center of the yellow plastic pitching rubber on the gym floor. At the end of his delivery, the pitcher should have one foot on each side of the line, as in **Diag. 7**. The boys drill on this for minutes at a time. It helps cure one of the most common faults of pitching—striding and throwing across and against the body.

During this drill, the coach also has the opportunity to make sure the pitcher is striding onto the ball of his foot and not onto his heel. This is important. Striding onto the heel jolts the entire body and will invariably affect the pitcher's control.

The stride foot should land in approximately the same spot on every pitch in order to attain a consistent smoothness of motion and help control. This may also be closely checked by the coach while still in the gym. Whether the delivery is from the full wind-up or the stretch position, the stride should measure the same with the stride foot still landing in the same spot.

We teach a very simple wind-up. The pitcher simply throws his gloved and pitching hands over his pitching shoulder, pivots, strides, and throws. The hands or arms never cross in front of the face. We



Diag. 8, pitcher covering first.

feel this breaks up the pitcher's concentration on the target, and we want his concentration to be intent and uninterrupted.

Our stretch motion is also as simple as we can make it. The right-hander stands with his body facing third base with his right foot up against the side of the rubber closer to the plate. He toes his feet in toward the plate to facilitate a pivot not only to the plate but to first base also.

At the end of the stretch motion, the hands should be held fairly high to cut down on body motion and to make a pick-off throw more deceptive and quicker. All that remains is to stride and throw.

The same would hold true for a

lefty, only in reverse. The left-hander, however, has a big advantage in keeping the runner on first base, since he's facing that base during his stretch motion.

Diag. 8 illustrates how we teach our pitchers to cover first base on balls hit to the right side of the infield. This drill is especially adaptable to the gym, since little space is necessary and the timing of the play can be worked out quite well. Note that the pitcher doesn't go directly toward first base. He runs at the first-base line, then up along the base line to the bag.

This maneuver allows the pitcher to come into first base in good position to avoid colliding with the base runner, and to make a play elsewhere after stepping on the base.

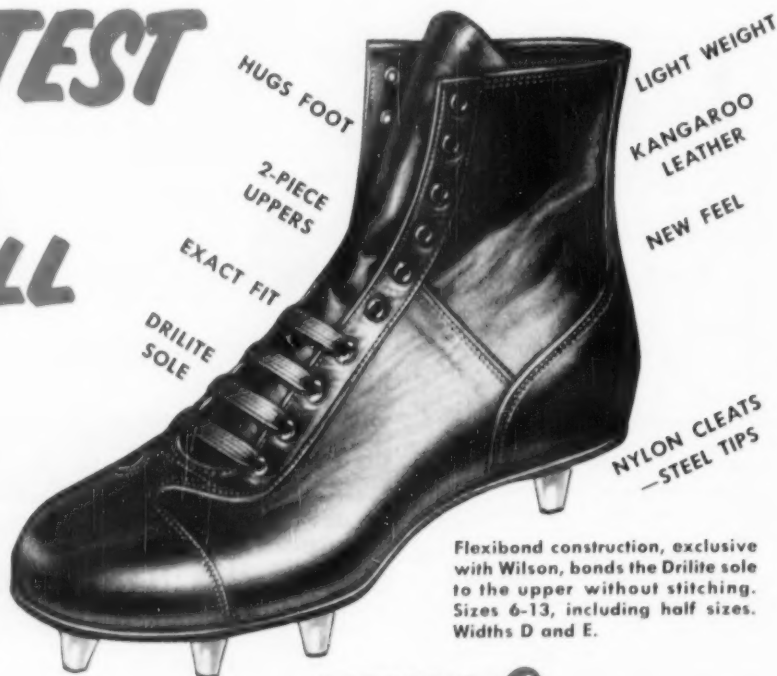
We have our pitchers work on their pick-off move to all bases from the simulated yellow plastic pitching rubber. We teach our pitchers to always turn toward their gloved hand in making a move to a base off the rubber.

The next pitcher drill is on the all-important technique of fielding bunts and throwing to each of the bases. We find that it really pays off to put in a good amount of time practicing the bunt and play to third base. On many occasions, the

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opponent will get runners on first and second base with no outs or one out and the sacrifice bunt in order. If your pitcher cannot field the bunt and get that force at third, your opponent has two runners in scoring position.

The bunt play to first base must also be drilled on in the gym a great deal. We use a common rule for fielding bunts and picking men off base—always turn toward the gloved hand in making a throw to a base.

Next, we drill on the footwork and the technique involved in capturing the sometimes elusive little pill. The player should use the gloved hand to stop the rolling ball, then scoop the ball into the glove with the bare hand. To stab at it with the bare hand or use any other method of fielding, invites a bobble.

It's simple for a right-handed pitcher to play a fielded bunt to first base or for a lefty to play a fielded bunt to third base. In both cases, the ball is fielded as mentioned above, after which the pitcher straightens up, shuffle-steps and throws to the base.



Diag. 9, throwing on bunt play.

When a southpaw must throw to first, however, he should slightly over-run the bunt so as to field it just to the inside of his left foot and in front of him. This will make it easier for him to pivot on the ball of his left foot and bring himself around facing first base in position to throw (Diag. 9A).

When a right-hander must go to third with a throw after fielding a
(Concluded on page 63)

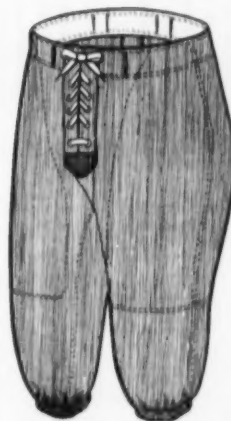
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HALFBACKS

Calvin Bird (Corbin) Ky.	6.1	185	Bill Tucker
Mickey Flynn (Anheim) Calif.	5.10	165	Clare Van Hoorebeke
Glynn Gregory (Abilene) Tex.	6.2	187	Chuck Moser
Mike Harrison (Carol Gables) Fla.	6.2	190	Nick Kotys
Bob Hren (Central) Duluth, Minn.	6.1	190	John Vucinovich
Lorne Johnson (English) Lynn, Mass.	6.0	182	
Roger Johnson (Marshfield) Coos Bay, Ore.	6.2	184	Pete Susick
Mike McClelland (Stamford) Tex.	6.0	173	Gordon Wood
Bill Majors (Huntland) Tenn.	6.0	170	Shirley Majors
Randy Meadows (Downey) Calif.	5.11	165	Dick Hill
Ray Ratkowski (St. Francis) Brooklyn, N. Y.	6.1	190	Vin O'Connor
John Rollins (LaSalle) Providence, R. I.	6.1	190	
Bob Scarpitto (Rahway) N. J.	5.11	185	Bill Burns
Jim Tiller (Ross) Fremont, O.	5.9	155	Mal Mackey
John Watkins (Norview) Norfolk, Va.	5.8	155	Pete Sachon
Bernie Wyatt (Amityville) N. Y.	5.10	165	Lou Howard

FULLBACKS

Danny Ane (Punahou) Honolulu, T. H.	5.9	190	Bill Monahan
Willie Boyd (Cushing) Okla.	6.0	190	Melvin Skelton
Fred Hecker (Washington) Sioux Falls, S. D.	6.2	186	Grant Heckenlively
Jerry Mallett (Van Nuys) Calif.	6.1	200	Winston Tucker
Vince Paczkoski (Coal Twp.) Shamokin, Pa.	6.2	205	Joe Diminick
Doyle Schick (Lawrence) Kans.	6.0	186	Allan Woolard
Mel West (Jefferson City) Mo.	5.9	183	John Griffith
Robert Worrell (Centerville) Pa.	6.0	205	Pete Daly

1956 All-American High School Football Squad

THIRTY-NINE states and the territory of Hawaii are represented on the sixth annual all-American H. S. Football Squad picked by Scholastic Coach.

Ohio paced the 78-man all-senior Squad with six selections, followed by Pennsylvania and California with five selections each; Texas and New York with four; and New Jersey, Indiana, Illinois, Georgia, Iowa, and Oklahoma with three apiece.

Individual school honors, with two picks each, went to Canton McKinley, O., and Abilene, Tex. These juggernauts certainly rated with the finest in the land. Abilene copped the championship of Texas's largest enrollment group for the third straight year, while McKinley has gone undefeated for two years. It rolled over Massillon, 34-7, this past season, to earn the No. 1 spot in the Buckeye State.

Abilene's representatives are Glynn Gregory, a 6-2 187-pound halfback who was actually placed on an all-time all-Texas squad along with Doak Walker and Bobby Layne. During the regular season, he averaged 9.3 yards per rush, caught 19 passes for 553 yards, and was generally rated the best back in Texas. When the state playoffs came along (a team must win four straight to take the championship), Gregory moved to quarterback to replace the regular who had broken a leg. We may never see Glynn in a college uniform, however, for it's rumored that he will sign a professional baseball contract.

The other Abilene star is Stuart Peake, a 180-pound offensive guard and defensive end.

Canton's stars were Bob Williams, 200-pound flankman, and Ronald "Ike" Grimsley, T-quarterback weighing 175. Their records were perhaps less spectacular, but in every game they were the shining lights of a tremendous blocking team which made its victories look easy.

Among our eight quarterbacks, Roger Fardin of Clifton, N.J., had probably the best passing record. In nine games Fardin threw 123 and completed 79 for 64.2% and 1399 yards. Twenty of his tosses were for touchdowns, and he scored six more himself. By pro yardsticks, he looks even better. His yards per pass average is 11.37 and yards per completion is 17.83.

Clary Anderson, Montclair High's famous mentor, insisted that we include Fardin when we talked to him. Though Montclair was the only team to beat Clifton, Anderson declared that Roger was the best schoolboy passer he'd even seen—big, poised, and a boy who could throw the deep one.

Our other quarterbacks weren't noted passers, in keeping with the virtually passless game the high schools are playing today. Phil Borders quarterbacked Ballard to the Seattle city title and a claim on the state crown; Dave Chapman's Richmond team was No. 1 in Indiana, as was Sanford, piloted by Ted Gardner, in Maine; Don Fuell of Gunterville, Ala., was sensational on the option play. Most of these teams stuck to the ground.

From all reports, our fullback

crop is the best ever. We first heard of Vince "Billy" Paczkoski of Shamokin, Pa. (Coal Township) as a junior in 1955 when he scored four touchdowns in a conference playoff against West Scranton. This year he was downright sensational. He weighs 205 and can go all the way around the ends, into the line, on punt returns—anything. A top student, he aspires to be an atomic scientist.

Pennsylvania also placed Robert "Red" Worrell of Centerville, all Western Pennsylvania for four years and voted the best in his section (Pittsburgh and 13 surrounding counties) in his junior and senior years.

Other fullbacks included: Willie Boyd, who gained 123 yards in the state finals though his team lost to Ada and Fred Hecker of Sioux Falls, state golf champion, a half-miler and shot-putter in track, all-state basketball, and leading scorer on a powerhouse team though he missed half the season with an injury.

Also: Jerry Mollett of Van Nuys, one of Southern California's finest trackmen at 200 pounds; Danny Ane, a punishing plunger and tackler from Honolulu's Punahou

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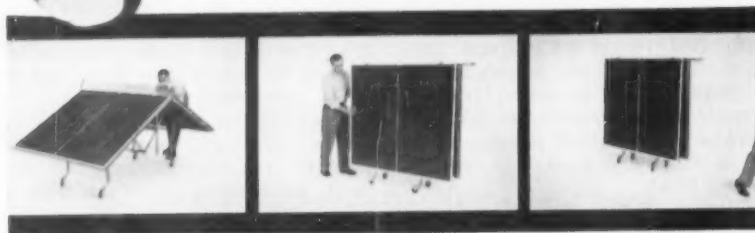
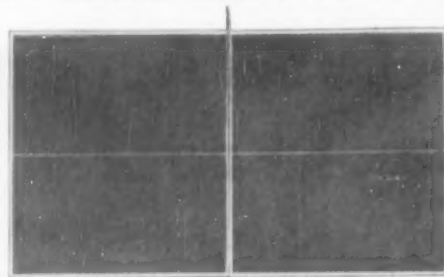
End— Kyle Cruze (Tennessee)
End— Lamar Lundy (Purdue)
Tackle— Alex Karras (Iowa)
Tackle— Bob Hobert (Minnesota)
Guard— Stan Slater (Army)
Guard— Carl Vereen (Ga. Tech)
Center— Bob Berguin (Nebraska)
Back— Kenny Ploen (Iowa)
Back— Paul Rotenberry (Ga. Tech)
Back— Bob McKeiver (N'western)
Back— John Crowe (Texas A & M)

FROM HON. MENTION LISTS

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J. B. Frankenburger (Kentucky)
Dick Day (Washington)
Sam Valentine (Penn State)
Tom Pratt (Miami)
Jerry Tubbs (Okla.)
Paul Hornung (Notre Dame)
Tommy McDonald (Oklahoma)
Jon Arnett (Southern Cal.)
Jim Brown (Syracuse)

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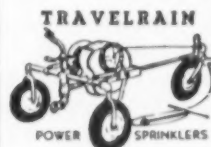
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Academy; Doyle Schick of Lawrence, Kan., who plays any position well; and Mel West who led Jefferson City, Mo., to an undefeated year.

Naturally the name that hits you on this team is *Bill Majors*, brother of All-American Johnny. Bill played for a small school (Huntland, Tenn.) but received raves as a tail-back. An awful lot of schools down there are playing single-wing these days. *Calvin Bird* of Corbin, Ky., set a state scoring record and has been named No. 1 in his state for two years running.

When our two California half-backs, *Randy Meadows* and *Mickey Flynn*, got together in the Downey-Anaheim game for the championship of the southern part of the state, 41,383 fans showed up and they weren't disappointed. Flynn registered first with a 62-yard run from scrimmage, and a couple of minutes later Meadows swept right end for 69-yards. All in all, Mickey piled up 134 yards and Randy 112 despite an elbow injury. The score? Oh yes, a 13-13 tie!

Mike McClelland, a Texan from little Stamford High, was state sprint champion and an all-state halfback in his group for two years. *Ray Ratkowski* of Brooklyn's St. Francis topped New York City in scoring. One of the country's finest schoolboy quarter-milers, Ray packed 190 pounds and forced every opponent to set a special defense.

Bob Scarpitto, Rahway, N. J., is a two-time all-stater and handled the ball on almost every play as a T-quarterback or single-wing tail-back. He had great football savvy and tremendous defensive speed and reactions. *Jim Tiller* of Fremont, Ohio, was a Houdini in an open-field. He shares the distinction of being the lightest man on the squad with *Johnny Watkins* of Norfolk's Norview H.S., at 155 pounds. Watkins was voted Virginia's best and follows another "little-man" from his school, Columbia's Claude Benham.

It's difficult to report on the line-men except to say that they blocked, tackled, etc., etc. However, end *Gary Trout* of Mont Pleasant (Schenectady) did manage to find a variety of ways to score, including blocked kicks, recovered fumbles, pass interceptions and receptions, plus extra point kicking. He was leading scorer in his area.

Kay McFarland of Englewood, Colo., often came into the backfield to throw passes and he could heave a long ball. *Errol Linden* of New Orleans' DeLaSalle at 240 pounds played tackle on defense and end on offense—sheer murder! *Dick Price*,

Vicksburg, Miss., was his state's outstanding player and a two-year all-conference.

Among the tackles we find our heaviest man, *Nick Maravich* of Scott Twp., Pa., at 250 pounds. We also find the tallest in 6-6 *Jim Tyrer* of Newark, Ohio.

The guards are chunky fellows with only one of ten standing six feet. *Chuck Dostal* of Cedar Rapids Roosevelt received more raves for play in one game than any lineman. Against Davenport he made 21 unassisted tackles and forced three fumbles which he recovered himself.

Mike Nicholl of Montclair failed to make-all state in New Jersey though several teammates did. But he was the boy who plugged any and all gaps as his team went through another undefeated, untied season. *Dan Ficca* of Mount Carmel, Pa., played on a mediocre team and had to be moved to fullback at mid-season. But he'd been an all-state guard for two years and that's where we put him.

Coaches filing our All-Americans for future reference might clip the Honorable Mention list as well. As can be seen in the box on page 51, such fabulous stars as Jimmy Brown, Tommy McDonald, Paul Hornung, Jon Arnett, Joe Walton, and Jerry Tubbs rated honorable mention rather than first-squad honors back in their high school days.

As a matter of fact, 20 of the first 48 college seniors drafted by the pros this year appeared originally in our Honorable Mention rolls!

HONORABLE MENTION 48 STATES

ALABAMA—Henry O'Steen (E) Anniston; Bill Wilson (T) Ensley of Birmingham; Larry McCoy (G) Tuscaloosa; Hayward Nixon (G) Hamilton; Charles House (T) Shades Valley. **Backs**—Wayne Proffitt, Emma Sansom of Gadsden; Walter Sansing (West Blocton); Jack Rutledge, Woodlawn of Birmingham.

ARIZONA—Fred Robberson (E) Coolidge; Alex Amado (T) Nogales; John Vucichevich (C) Miami; Warren Livingston (B) Mesa; Mike Tiffany (B) St. Mary's, Phoenix.

ARKANSAS—Bill Hicks (T) Little Rock; Wayne Harris (G) El Dorado; Fletcher Baugh (G) Pine Bluff; Bruce Fullerton (B) Little Rock.

CALIFORNIA — *Ends* — George Van Vliet, Whittier; Mike Watters, San Rafael; *Tackles*—Marlin McKeever, Mt. Carmel (L. A.); Harley Widmark, Downey; Dick Matern, Cas-



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COLORADO—Marvin Oliver (E) Denver Manual; Walt Milliron (T) Colorado Springs; Doug Hopton (B) Grand Junction; Henry Morgan (B) Colorado Springs; Gus Glasscock (B) Cherry Creek; Jack Henander (B) Louisville; Glen Edwards (B) Center.

CONNECTICUT—Joe Sikorski (E) Fairfield Prep; Joe Luzzi (T) Wilbur Cross of New Haven; Herb Sutton (B) Bridgeport Harding; Steve Zisk (B) New Britain; Tom Kopp (B) Naugatuck.

DELAWARE—George Heinold (C) Claymont; Bob Conway (B) Newark.

D. C.—Jay Long (T) Anacostia; Porter Shreve (B) St. Albans.

FLORIDA—Shields Gay (T) Tampa Plant; Fred Lawrence (G) Jacksonville Lee; Ron Slack (C) Palm Beach; Donnell Whitfield (C) Blountstown; Bill Encinosa (B) Tampa Plant; Bob Milby (B) Ocala; Frank Bouffard (B) Miami Edison; Bob Conrad (B) Marianna.

GEORGIA—Ronnie Hinson (E) Waycross; Pat Dye (G) Richmond Academy of Augusta; John Jones (G) Valdosta; Willie McGaughey (C) Macon Lanier; Oscar Camp (B) Dalton; Francis Tarkenton (B) Athens; Joel Arrington (B) Thomasville; Stan Gann (B) Atlanta Northside.

HAWAII—Eugene Watanabi (C) Iolani; Mark Holbrook (B) Roosevelt.

IDAHO—Dick Hastings (G) Lewiston; Larry Mereness (C) Nampa; **Backs**—Paul Weisz, Sandpoint; La Vere Simon, Pocatello; Jerry Mahoney, Lewiston; Gary Brooks, Shelley; Bill Bowman, Rupert.

ILLINOIS—Jim Stacke (E) Evanston; Tom Jackson (E) Collinsville; Mike Pyle (T) New Trier of Winnetka; Don Flynn (T) Chicago Leo; Ted Francis (T) Hinsdale; Jerry Van Dyke (T) Thornton of Harvey; Ray Fauser (G) Peoria Woodruff; Bill Crain (C) Centralia; **Backs**—John Walbaum, Barrington; Al and El Kimbrough, Galesburg; Ed Ryan and Dick Boyle, Chicago Leo; Lennie Pecaut, Rock Island Alleman; Stu Clark, Champaign; Don Schultz, Aurora East.

INDIANA—Dale Wise (E) Kokomo; Rich Olah (G) East Chicago Roosevelt; Dave Loner (B) Logansport; Bill Satterfield (B) Richmond; Lloyd Robbs (B) Terre Haute Wiley.

IOWA—Roger Helm (E) Cedar Rapids Franklin; Ted Zeiner (B) Davenport; Jim Hoosman (B) Waterloo East; Charles Lamson (B) Ames.

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MAINE—Bob Chapman (T) Edward Little of Auburn; John Civiello (C) Stearns of Millinocket; Hank Richards (B) South Portland; Dave Cloutier (B) Gardiner.

MARYLAND—Tom Biddison (T) Baltimore City College; Vic Savoca (T) Wheaton; Bob Sample (G) Wicomico of Salisbury; Kenny Smith (B) Bethesda-Chevy Chase; Tom Frazier (B) Baltimore City College; Fred Calcutt (B) Bel Air.

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MINNESOTA—Jack Park (E) Aitkin; Dick Miller (E) Rochester Lourdes; Dennis Albrecht (T) St. Paul Central; Dale Hartje (T) International Falls; Jim Porter (G) Minneapolis Washburn; Bill Nelson (C) Minneapolis Edison; Mike Suplick (C) Robbinsdale; Backs—L. C. Hester, Minneapolis Roosevelt; Tom Y. Moore, Rochester; Curt Thalberg, Red Wing; Tom Kinnunen, Mountain Iron.

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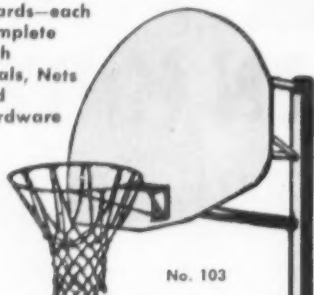
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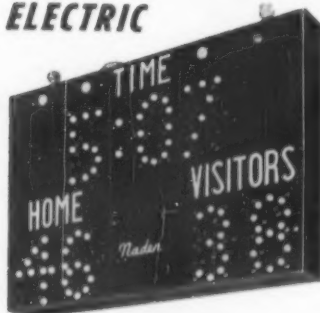
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(Concluded on page 62)

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Middle Distance Training Concepts

(Continued from page 14)

running better than with any other training system. Comparisons of strength and speed from week to week can be easily made so that an accurate record of the athlete's training progress can be kept.

REPEAT RUNNING

While "interval" running and, on occasion, overdistance work is part of the middle distance runner's training program throughout the year, the third phase of training should be introduced just prior to the competitive season. It's called "repeat" running and plays a vital role in the program throughout the season.

Repeat running was introduced into the U. S. by "Billy" Hayes many years ago following a visit to Finland. Lash, Deckard, Hornbostel, Kane, Wilt, and many others were trained by Hayes on an overdistance and "repeat" program. Its value was soon recognized and it has been a part of middle distance training in the U. S. ever since.

This type of work consists of running a specific distance (440-660-880- $\frac{3}{4}$) repeatedly during a single workout with *full recovery* between efforts. It's the author's belief that repeat work should always be at race pace or slightly faster. For instance, a 4:30 miler working four repeated 880's should run 2:14 or 2:15—never slower. Rhythm, pace, confidence, and endurance are thus served by a single workout.

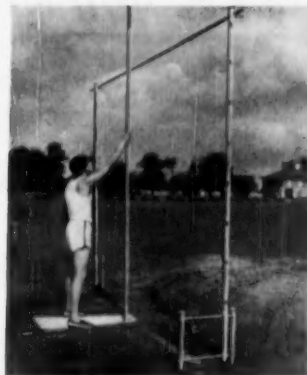
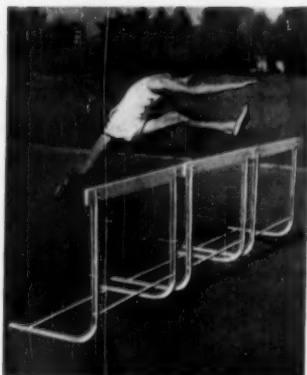
Unlike interval running, the ob-

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ject is not speed with a short time interval to bring on fatigue. Repeat running is for rhythm and pace primarily, and when the athlete needs more strength work it's accomplished by increasing the number of repetitions or increasing the distance—not by shortening the interval.

In repeat running, the athlete should never run more than $\frac{3}{4}$ of his race distance ($\frac{3}{4}$ miles for milers and 660 for 880 men). It would be impossible to run equal to race pace if he did. Most repeat running is done at $\frac{1}{2}$ or less the race distance (i.e., 440 for 880 men).

WIND-UP WORK

Another phase to consider when building a training program for middle distance runners is the "wind-up" workouts. This might take the form of letting the athlete end, or "wind-up", the workout with a series of fast 110's or 220's. In short, he's being called upon to "sprint when tired," just as he's required to do in the final stages of a race.

Other wind-up work for middle distance men might be a single workout consisting of 660-440-350-220-110, each distance carrying a faster pace than the previous one. Thus, as the athlete becomes more tired, he's being required to sprint faster.

Wind-up work is ideal training for strength, confidence, and speed. In addition, it forces the athlete to use the various stride lengths, body angles, etc., that he'll have to use during an actual middle distance race when the going gets tough.

COMPETITIVE RUNNING

The final phase of middle distance training must consist of competition. Only through many time trials and competitive races can an athlete learn the techniques of middle distance running.

Pre-season time trials are invaluable for teaching both the coach and the athlete not only the tactics but also the pace that the particular boy can and should be attempting.

Once the season is under way, time trials are seldom necessary at actual meet distances. In fact, at this stage, time trials of any kind with experienced boys often do more harm than good. Too often a mid-week trial will take the emotional edge from a boy and destroy the delicate keying-up necessary for a great effort in a Saturday meet.

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performances is the actual meet schedule. A boy who sees the possibility of good competition, trips, publicity and awards won't usually be a training problem for the coach.

MID-SEASON WEEK SCHEDULE

Incorporating all phases of the above program into a week's schedule for an 880 man who runs 2:00 flat, might look like this. In general, a miler's work would be twice as heavy but with a slower pace.

Monday:

RECOVERY DAY. Following Saturday competition and Sunday rest, the athlete usually needs a day of varied running to adjust fully for hard work on Tuesday and Wednesday. Fartlek on the golf course or a series of 300's with a rest at race pace, and, on occasion, an easy run on the track at overdistance, is the usual workout. End the workout with two 110-yard sprints.

Tuesday:

INTERVAL DAY or WINDUP DAY. Following warmup, runs of 350x4 with a three-minute interval. For a 2 min. 880 man, the 350's should be about 38 seconds. End the workout with two good 110-yard sprints, or run 660-1:30, 440-:58, 220-:27 in a windup workout.

Wednesday:

REPEAT DAY. After warmup, run three or four 59 to 60 second 440's with a rest between them. End the workout with two good 110 sprints.

Thursday:

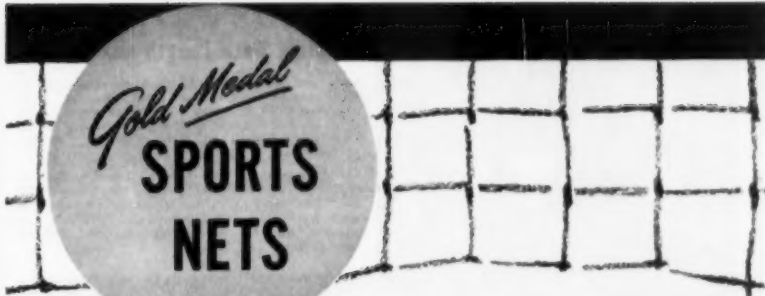
SPEED DAY. A combination of Interval and Repeat running is usual. The half-miler should run between four and six relaxed 220's about race pace of 29 seconds, if he's a 2:00 flat man. A liberal interval, however, should be used, so that he also gets in a little fatiguing work.

Friday:

WARMUP DAY. Loosen up or stay away from practice, and rest. It's an individual problem. Prepare mentally for the big race on Saturday.

Saturday:

MEET DAY. Make sure the same warmup taken during the week is taken today.



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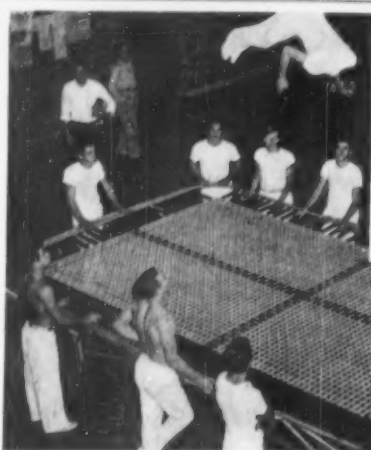
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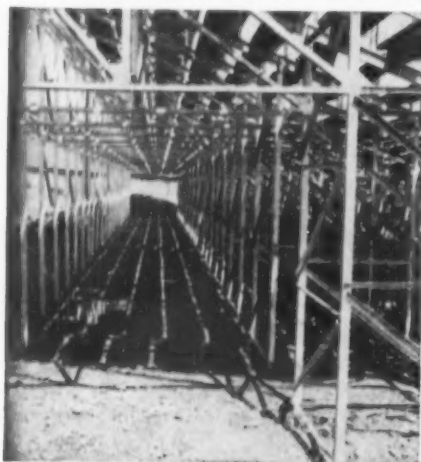
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(Continued from page 58)

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WYOMING—Buddy Snyder (B) Worland; John Deti jr. (B) Laramie; Larry Bowman (B) Laramie.

Let Them Jump

(Continued from page 8)

"If he'd only get up in the air like I tell him to, he'd jump much better."

What most of these coaches don't realize is that the jumper is trying to do exactly what he has been told to do, but the experience is a brand new one for him and so difficult that he fails to do it well.

The same also applies to the matter of getting the feet well out in front of the hips in the landing. Both the jumper and the coach know that it's necessary to get the feet well out in front of the body at the moment the landing is effected. Coaches are often exasperated by jumpers who get out a good distance but give up anywhere from a few inches to a few feet by not having the feet out in front of them when they land. Most of the jumpers have the abdominal and leg muscle strength plus the balance to get into this "el" position. Yet they never quite achieve it.

The reason is they don't practice

it enough. As far as the author is concerned, this reluctance to practice broad jumping makes as much sense as giving an athlete a program of weightlifting to make him strong and a set of pictures of Parry O'Brien, then expect him to become a good shot putter without practicing.

I would say that very few broad jumpers ever get a jump which is basically correct in all its phases. Perhaps someday some coach will take a tall, fast boy like Dave Sime, teach him to jump, and let him practice. I think that a 28' jump may be the end result.

Baseball Drills

(Continued from page 49)

bunt, his footwork is just the opposite of the left-hander going to first base. The right-hander must slightly over-run the ball so as to field it just to the inside and in front of his right foot. Then by pivoting on the ball of his right foot, he can bring himself around facing third base to make the throw (**Diag. 9B**).

In making a play to second with a bunted ball, the lefty uses basically the same footwork as he does in getting off a throw to first. The only major difference is that the move to second base requires a half-pivot and a longer throw, while the move to first base requires a three-quarter pivot and a slightly shorter throw as a rule.

The right-hander, on a throw to second, uses basically the same footwork as he does in fielding a bunt and making the throw to third. He makes a half-pivot to face second base, and a three-quarter pivot to face third base for his throws.

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<input type="checkbox"/> Folder on Locker Baskets and Uniform Hanger | GENERAL ATHLETIC (46)
<input type="checkbox"/> Catalog on Athletic Uniforms | K. & P. ATHLETIC (54)
<input type="checkbox"/> Literature on Crossbars |
| ARNETT, RICHARD W. (53)
<input type="checkbox"/> Information on Arnett Starting Block | GENERAL SPORTCRAFT (2)
<input type="checkbox"/> Official Game Rules Booklet (Free to Dept. heads, 25c to others) | KING-O-SHEA (42)
<input type="checkbox"/> Information on Custom-Built Athletic Uniforms |
| AUDIO EQUIPMENT (57)
<input type="checkbox"/> Brochure on Electronic Megaphone | GYMNASTIC SUPPLY (52)
<input type="checkbox"/> Catalog of Gymnastic Supplies and Equipment | LINEN THREAD (61)
<input type="checkbox"/> Catalog of Invincible Nets for All Sports |
| BENSON OPTICAL (46)
<input type="checkbox"/> Information on Safety Athletic Glasses | H. & R. MFG. (53)
<input type="checkbox"/> Booklet on Dry Line Markers for All Sports | MAGGIE MAGNETIC (64)
<input type="checkbox"/> Information on Magnetic Diagram Boards |
| BIKE WEB (32-33)
(Inside Back Cover)
<input type="checkbox"/> Coaches and Trainers Handbook | HARVARD TAB. TENNIS (35)
<input type="checkbox"/> Table Tennis Tournament Kit | MAGNA MFG. (32)
<input type="checkbox"/> Folder on Tuck-Away Table Tennis Tables |
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<input type="checkbox"/> 1957 Louisville Slugger Catalog
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| BROOKS SHOE (22)
<input type="checkbox"/> Catalog on Athletic Footwear | HILLYARD CHEMICAL (4)
<input type="checkbox"/> Coach's Folder on Gym Floor Finishing, Layout and Marking
<input type="checkbox"/> How to Plan Your Gym for Favorite Sports | MILL-MONT (30)
<input type="checkbox"/> Information on Protective Mouthguard |
| CHAMPION KNITWEAR (37)
<input type="checkbox"/> Catalog on Physical Ed Uniforms (See adv. for offer of Free Gym Suit Sample) | HODGMAN RUBBER (43)
<input type="checkbox"/> Catalog of Waterproof Warm-Up Parkas, Capes, Jackets, Reducing Shirts, etc. | NADEN (58)
Electric Scoreboards and Timers
<input type="checkbox"/> Baseball Catalog
<input type="checkbox"/> Basketball Catalog
<input type="checkbox"/> Football Catalog |
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<input type="checkbox"/> Information on Track Award Ribbons and Complete Line of Trophies and Medals | NATIONAL SPORTS (64)
<input type="checkbox"/> Circulars on Floor and Wall Mats and Covers, and Baseball Bases |
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<input type="checkbox"/> Information on Laylite Gym Floors | HUNTINGTON LABS. (17)
<input type="checkbox"/> Folder, "Key to Gym Floor Finishing"
<input type="checkbox"/> Folder, "Sweeping and Mopping Floors" | NISSEN TRAMPOLINE (27)
<input type="checkbox"/> New Catalog on Nissen Trampolines |
| CORTLAND RACKET (45)
<input type="checkbox"/> Tennis Tactics Book
<input type="checkbox"/> Badminton Book
How many _____ | HUSSEY MFG. (60)
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<input type="checkbox"/> Catalog of Swim and Pool Equipment |
| CROWTHER, RAE (15)
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<input type="checkbox"/> Monthly Bulletin, "The Observer" | OLSON SCORE CARDS (58)
<input type="checkbox"/> Information on Track and Field Score Cards |
| EARLVILLE BLEACHER (59)
<input type="checkbox"/> Information on Indoor and Outdoor Bleachers | | PLAYTIME EQUIP. (26)
<input type="checkbox"/> Literature on Steel Bleachers |
| | | POWERS MFG. (55)
<input type="checkbox"/> Information on Quality Athletic Uniforms |
| | | PRECISION GOGGLE (54)
<input type="checkbox"/> Brochure on Non-Shattering Goggles |

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

COACHES'



MAGNETIC DIAGRAM BOARDS

Here is a new concept in Visual Coaching Aids—kits which combine the speed and convenience of movable magnetic player pieces with the recognized features of chalkboard diagramming. Everything the coach needs for visual instruction, including chalkholder and eraser, is instantly at his fingertip! Ideal for coaches, as well as for all physical education programs, sports clinics, and officials' schools.

BASEBALL KIT

#SG-51 \$14.95
Portable — 18" x 24", perfect for all teams; chalkwriting surface; 24 plastic magnets.



Other coaching kits available are:
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GUARANTEED NEEDLE-FREE AND 100% SAFE!
JIM-FLEX is our top-grade mat. 100% safe selected hair layer—felt will retain excellent cushioning qualities indefinitely.
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HIGH IN QUALITY!**



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New scientific, smooth-coated TOUGH covering. Wears like iron! Not slippery. Reduces skin burns. Sanitary and washable. In Ivory, Blue, Green, Red or Grey.

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MASTER COUPON

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QUAKER OATS (39)

- ☐ Booklet, "How To Play Baseball" by Ethan Allen
How many _____

RAWLINGS (3)

- ☐ Catalog of Football Equipment
☐ Booklet, "Care and Cleaning of Athletic Uniforms"

RICHARDSON (54)

- ☐ Catalog of Complete Sports Line

RIDDELL, JOHN T.

- (Inside Front Cover)
☐ Information on Quality Line of Football Equip.

ROBBINS FLOORING (59)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

RONALD PRESS (38)

- ☐ List of Phys Ed and Sports Texts

SAFWAY STEEL (45)

- ☐ Bulletin on Budget Master Steel Bleachers

SAND KNITTING (60)

- ☐ 1957 Football Clothing Catalog

SANI-MIST (18)

- ☐ Details of Sani-Mist Method for Preventing Athlete's Foot

SNITZ MFG. (49)

- ☐ Information on Baseball and Track Traveling Bags

SNYDER TANK (62)

- ☐ Information on Portable, Sectional, Permanent Grandstands and Bleachers

SPALDING & BROS. (31)

- ☐ Catalog

SPANJIAN (49, 57)

- ☐ Catalog of Baseball and Football Uniforms

STERLING NET (47)

- ☐ Information on Nylon Golf Driving Net

TRACK & FIELD EQUIP. (56)

- ☐ Catalog of Complete Line of Athletic Field Equipment

TRAVELRAIN (52)

- ☐ Literature on Automatic Power Sprinkler

WILSON (6, 48)

- ☐ Catalog

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(Principal, coach, athletic director, physical director)

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February 1957

New from Bike

Forearm guard pulls on



Made of ENSOLITE* (for superior shock absorption) . . . durable elastic . . . tough nylon covering. Contains no fibre.

The trainer for a large eastern university came to us with this problem. He wanted protective forearm padding for his football players that would be easier to put on than separate pieces of foam rubber and tape . . . and give better protection.

This is the forearm guard we designed for him. It pulls on instantly . . . stays on better . . . can be individually adjusted.

So impressed were the school's first two opponents by this new guard that they placed immediate orders.

The interest shown since then by other coaches

and trainers who have seen the new Bike pull-on guard confirms our belief that this will be one of the popular new pieces of protective equipment in 1957.

Important: Why was Bike asked to develop this idea? Simple. Bike has always been the leader with the newest and finest in elastic protective equipment. Still is . . . witness this new pad. Better get your order in soon.

\$5⁰⁰ per pair trade price

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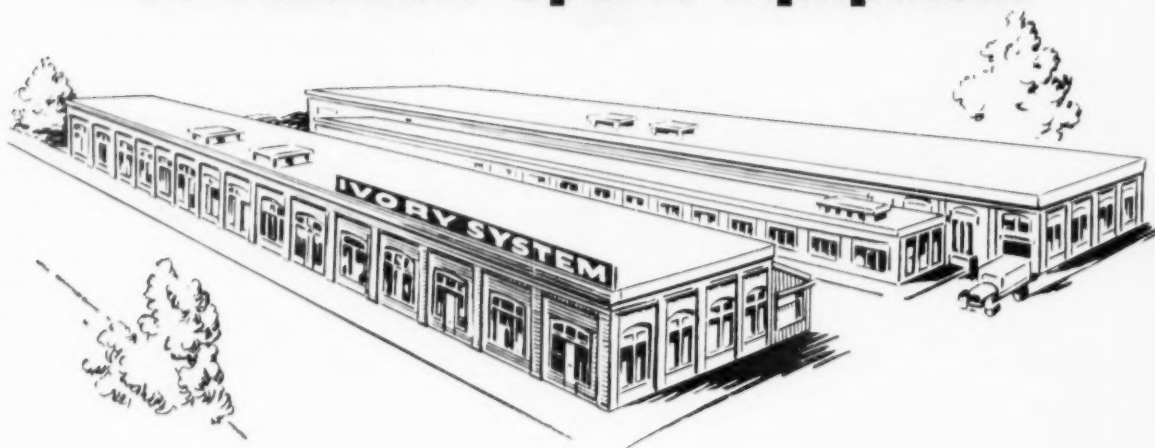
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